

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Summit High School 36 67710 0108191		SSC Approval Date: May 11, 2022
School Address	15551 Summit Avenue, Fontana, CA 92336		Local Governing Board Approval Date: pending approval on June 8, 2022 Original
Name of Principal	Renee Castanon	Phone # and Email	909-357-5950, Renee.Castanon@fusd.net
Name of SSC Chairperson	Jesse Cerda	Phone # and Email	909-357-5950, cerdjo@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

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:

Self-Directed Learners who -

- 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.

Organized Individuals who –

- attend classes regularly and punctually with all necessary materials.
- demonstrate appropriate work habits and organizational skills.
- research options and establish a post-secondary plan.

Articulate Communicators who –

- 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.

Real-Life Problem Solvers who –

- 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.

SCHOOL AND COMMUNITY PROFILE

Summit's current enrollment is 2470. 68.1% of students are socioeconomically disadvantaged, while 10.76% of students are English Learners. Foster Youth encompass 0.9%, and 9.9% students have IEPs. The following Student Groups demonstrate the following population: 71.5% Hispanic, 8.4% are White, 3.6% Asian, 3.9% Filipino, 9.5% African American, 1.7% of One or more races, and 1.13% Pacific Islander.

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.

SPSA HIGHLIGHTS

SCHOOL BACKGROUND

(bullet points)

- CTE Pathways and enrollment has increased, including adding more class offerings, like a Forensics II (Advanced Forensics) class. These classes have been a-g approved.
- Tutoring services continue to be offered on site and on MS Teams.
- Targeted support for English Learners during Homework Center (Bilingual Aide Assistance).
- Summer Bridge - FINISH

INCREASED OR IMPROVED SERVICES
(bullet points)

- 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 and sustain enrollment in the STEM Pathway.
- Offering CTE Pathway courses that are a-g approved, including Mechatronics, and Ethical Hacking.
- The College Center housed in the Library. The AVID coordinator will run Summit's College Center to assist our students with college research, degree and certificate program availability, application filing, as well as financial aid opportunities.

MOONSHOT

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.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Student Population

This section provides information about the school's student population.

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2624	64.4	9.9	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	259	9.9
Foster Youth	18	0.7
Homeless	15	0.6
Socioeconomically Disadvantaged	1689	64.4
Students with Disabilities	278	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	241	9.2
American Indian or Alaska Native	3	0.1
Asian	86	3.3
Filipino	90	3.4
Hispanic	1963	74.8
Two or More Races	54	2.1
Native Hawaiian or Pacific Islander	7	0.3
White	180	6.9

These data points indicate:

1. We saw increase in 5 of our ethnic/race groups from 19-20: Students with disabilities, African American as well as the English Learner group.
2. EL student group enrollment encompasses 9.9% of the total population.
3. Many students are in more than one identified student group, including Socioeconomically Disadvantaged, Students with Disabilities, and English Learners.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Green

College/Career



Blue

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. Overall, the Academic Performance, Engagement and Conditions and Climate indicators remain At or Above the Average Performance. (Green and Blue Indicators)
2. The College and Career indicator demonstrates a majority of Summit's students have met the CCI (College and Career Indicator)
3. The Suspension Rate's overall performance indicates a drop in Education Code violations throughout campus.

School and Student Performance Data

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)]

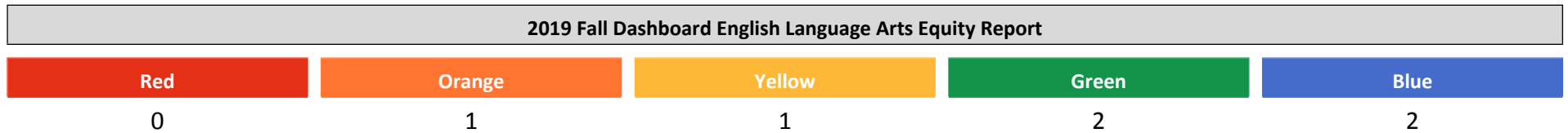
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group


All Students


Blue

44.5 points above standard

Increased
Significantly
++28.4 points
520


English Learners


Yellow

36 points below standard

Increased
Significantly
++49 points
79


Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1


Homeless


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3


Socioeconomically Disadvantaged


Blue

34.4 points above standard









Increased
Significantly
++27.4 points
357

Students with Disabilities


Orange

104.3 points below standard

Increased ++12.6 points
39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>Green</p> <p>24.9 points above standard</p> <p>Increased Significantly ++25.7 points</p> <p>48</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>58 points above standard</p> <p>Increased ++10.7 points</p> <p>24</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>99.9 points above standard</p> <p>Increased Significantly ++51.5 points</p> <p>17</p>
<p>Hispanic</p>  <p>Blue</p> <p>41.8 points above standard</p> <p>Increased Significantly ++30.9 points</p> <p>378</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>White</p>  <p>Green</p> <p>52.8 points above standard</p> <p>Increased ++7.8 points</p> <p>45</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>82.2 points below standard</p> <p>Increased Significantly ++45.3 points</p> <p>40</p>	<p>Reclassified English Learners</p> <p>11.2 points above standard</p> <p>Increased Significantly ++23.2 points</p> <p>39</p>	<p>English Only</p> <p>46.4 points above standard</p> <p>Increased Significantly ++22.5 points</p> <p>263</p>

These data points indicate:

1. There was a notable increase in four of six student groups at the Met Standards or Above Standard for Academic Performance, with Socioeconomically Disadvantaged students scoring 34.4 points above standard.

2. Students with Disabilities continue to perform Below Standards.
3. An increase of 49 points for EL students as well as SED demonstrates that targeted tutoring to ELS with academic support from Bilingual Aides pushing into SEI classes has been successful. Sheltered instruction, which includes WICOR strategies which targets Level 3 ELs needs to be redesigned for a more productive end product.

School and Student Performance Data

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)]

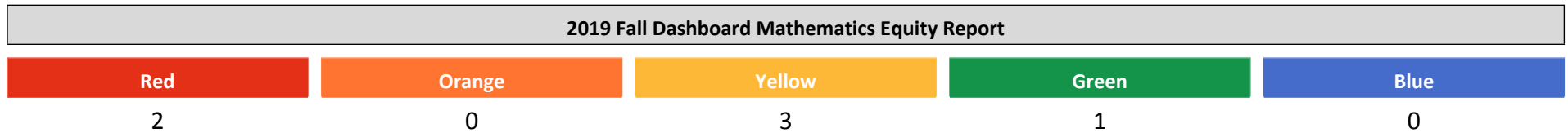
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.










This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 52.3 points below standard Increased ++6.5 points 524	 Red 142.7 points below standard Declined -13.4 points 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 62.6 points below standard Increased ++4.8 points 360	 Red 197.7 points below standard Declined Significantly -20.4 points 39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 52.9 points below standard Increased Significantly ++29.1 points 48		 No Performance Color 13.4 points above standard Declined Significantly -28.7 points 24	 No Performance Color 9.4 points above standard Increased ++5.6 points 17
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.8 points below standard Increased ++7.9 points 382	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 43 points below standard Declined Significantly -24.8 points 45

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
167.3 points below standard Declined Significantly -15.9 points 42	116.3 points below standard Declined Significantly -27.8 points 39	49.9 points below standard Increased ++4.6 points 265

These data points indicate:

- Students continue to struggle with mathematical concepts. Students with Disabilities and ELs declined in the Summative Assessment, identifying an additional need for services in conceptual applications.

2. An increase in two student groups: a significant 29.1 point increase in the African American student group, and a slight 7.9 point increase in the Hispanic student group. However, we saw a significant 24.8 point decline in the White student group.
3. English Only students continue to outperform ELs. Reclassified students, who typically score as well as English Only students, performed at Below Standard performance in Math. Our ELs continue to struggle with math concepts and procedures, with a significant decline in performance.

School and Student Performance Data

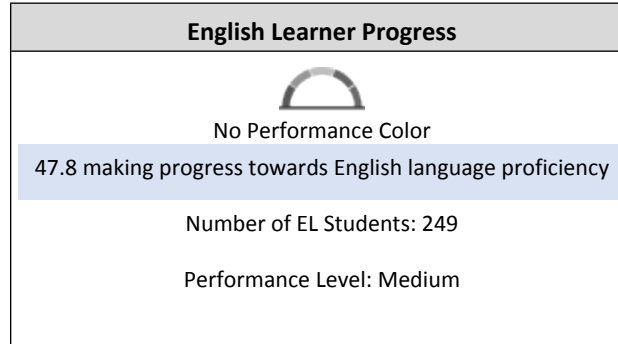
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.2	32.9	6.8	40.9

These data points indicate:

1. Our overall EL population is making progress towards Proficiency, with 47.8% of the total EL Student Group indicating positive movement.
2. Our EL student group continues to make progress towards Proficiency, with 40.9% of ELs progressing at least one ELPI Level.

3. These data points indicate that 19.2% of ELs decreased by one ELPI Level. This suggests that although students are at the Medium Level of Performance, many ELs need additional support in their core courses, specifically in the 3L and 3H levels.

School and Student Performance Data

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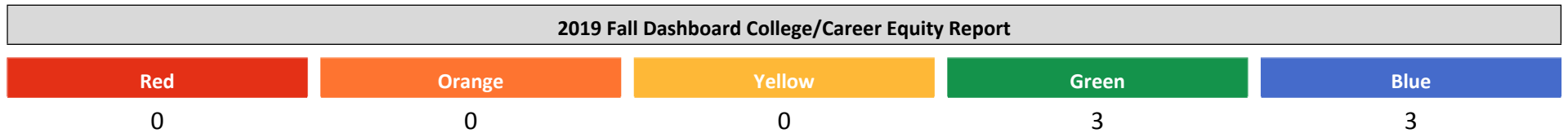
A review of the following data informs the comprehensive needs assessment.

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

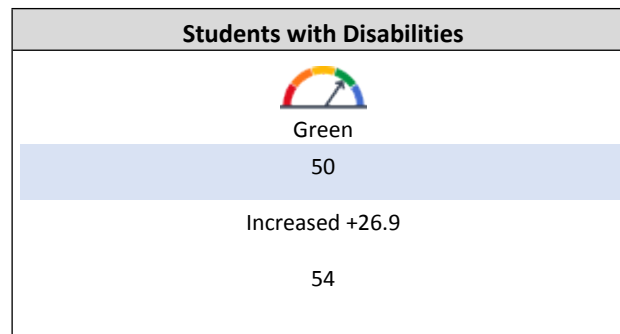
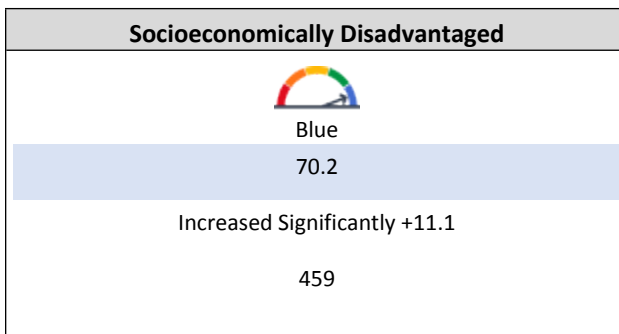
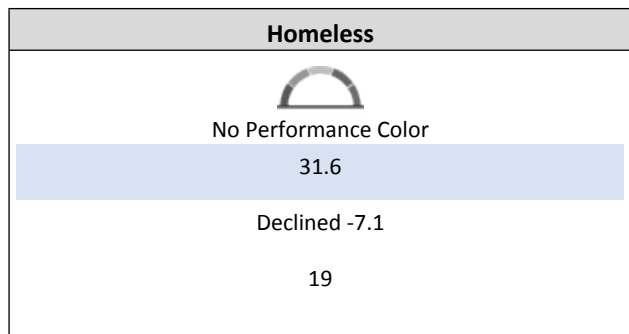
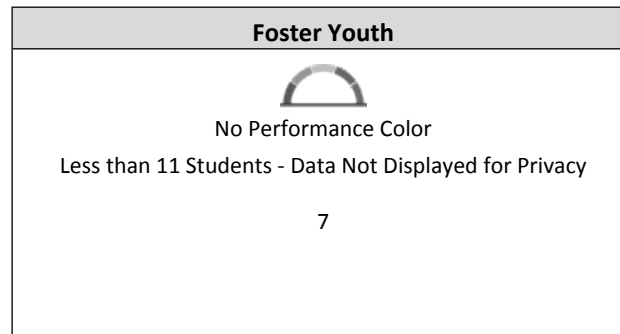
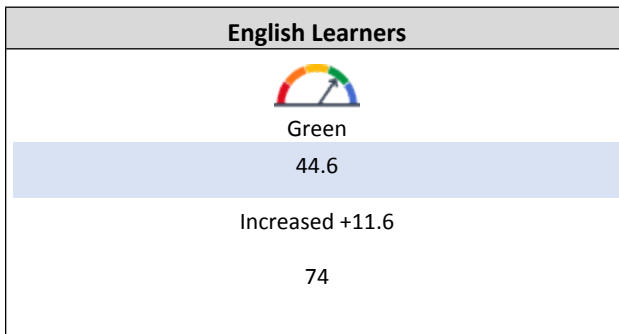
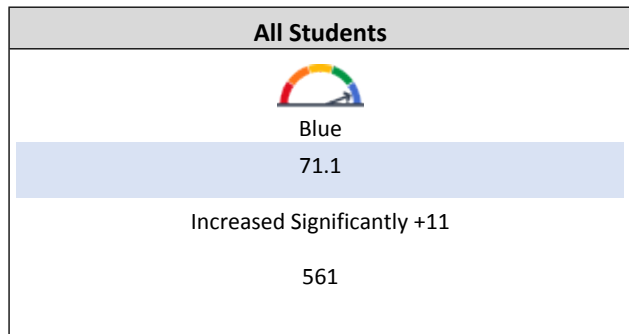


This section provides number of student groups in each color.











This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group



2019 Fall Dashboard College/Career by Race/Ethnicity

<p>African American</p>  <p>Green 62.7 Increased +7.5 51</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>	<p>Asian</p>  <p>No Performance Color 72.2 Increased +2.2 18</p>	<p>Filipino</p>  <p>No Performance Color 89.5 Increased Significantly +18.5 19</p>
<p>Hispanic</p>  <p>Blue 70.2 Increased Significantly +9.7 413</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>Blue 78.8 Increased +27.5 52</p>

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

<p>Class of 2017</p> <p>Prepared Approaching Prepared Not Prepared</p>	<p>Class of 2018</p> <p>60.1 Prepared 21 Approaching Prepared 18.9 Not Prepared</p>	<p>Class of 2019</p> <p>71.1 Prepared 13.2 Approaching Prepared 15.7 Not Prepared</p>
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2020 School Dashboard Additional Reports and Data

Students in the Combined Cohort or DASS Graduation Rate by Student Group

Cohort	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	556	55	--	24	19	412	2	40	4	80	459	46	7	19

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	68.20%	56.40%	--	75.00%	84.20%	67.70%	*	72.50%	*	41.30%	66.70%	34.80%	*	31.60%
Percentage Approaching Prepared	14.90%	20.00%	--	8.30%	5.30%	15.00%	*	17.50%	*	20.00%	14.20%	15.20%	*	21.10%
Percentage Not Prepared	16.90%	23.60%	--	16.70%	10.50%	17.20%	*	10.00%	*	38.80%	19.20%	50.00%	*	47.40%

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

**Academic Performance
College/Career Measures Only Report**

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	586	100
African American	51	8.7
American Indian or Alaska Native		
Asian	22	3.8
Filipino	18	3.1
Hispanic	437	74.6
Native Hawaiian or Pacific Islander	1	0.2
White	45	7.7
Two or More Races	12	2
English Learners	64	10.9
Socioeconomically Disadvantaged	479	81.7

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
Students with Disabilities	64	10.9
Foster Youth	5	0.9
Homeless	26	4.4

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	106	18.1
African American	9	17.6
American Indian or Alaska Native		
Asian	9	40.9
Filipino	6	33.3
Hispanic	69	15.8
Native Hawaiian or Pacific Islander		
White	8	17.8
Two or More Races	5	41.7
English Learners	0	0
Socioeconomically Disadvantaged	77	16.1
Students with Disabilities	0	0
Foster Youth		
Homeless	2	8

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	95	16.2
African American	8	15.7
American Indian or Alaska Native		
Asian	2	9.1
Filipino	0	0
Hispanic	72	16.5
Native Hawaiian or Pacific Islander		
White	12	26.7
Two or More Races	1	8.3
English Learners	7	10.9
Socioeconomically Disadvantaged	77	16.1
Students with Disabilities	11	17.2
Foster Youth		
Homeless	3	11.5

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	340	58
African American	28	54.9
American Indian or Alaska Native		
Asian	15	68.2
Filipino	16	88.9
Hispanic	244	55.8
Native Hawaiian or Pacific Islander		
White	28	62.2
Two or More Races	9	75
English Learners	16	25
Socioeconomically Disadvantaged	270	56.4
Students with Disabilities	1	1.6
Foster Youth		
Homeless	11	42.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	54	9.2
African American	4	7.8
American Indian or Alaska Native		
Asian	2	9.1
Filipino	0	0
Hispanic	42	9.6
Native Hawaiian or Pacific Islander		
White	5	11.1
Two or More Races	1	8.3
English Learners	2	3.1
Socioeconomically Disadvantaged	44	9.2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	52	8.9
African American	4	7.8
American Indian or Alaska Native		
Asian	1	4.5
Filipino	1	5.6
Hispanic	38	8.7
Native Hawaiian or Pacific Islander		
White	5	11.1
Two or More Races	3	25
English Learners	3	4.7
Socioeconomically Disadvantaged	39	8.1
Students with Disabilities	4	6.3
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	40	6.8
African American	3	5.9
American Indian or Alaska Native		
Asian	1	4.5
Filipino	1	5.6
Hispanic	29	6.6
Native Hawaiian or Pacific Islander		
White	4	8.9
Two or More Races	2	16.7
English Learners	2	3.1
Socioeconomically Disadvantaged	28	5.8
Students with Disabilities	4	6.3
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	70	11.9
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	70	16
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	3	4.7
Socioeconomically Disadvantaged	63	13.2
Students with Disabilities	0	0
Foster Youth		
Homeless	2	7.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

These data points indicate:

1. Completed a-g Requirements – Number and Percentage of All Students - the Student Groups are moving towards the right direction in completing the a-g requirements. These groups are Asian, Filipino, and White. There is a need to close the gap for Hispanic and African American student groups.
2. Earned the State Seal of Biliteracy – Number and Percentage of All Students: Hispanic and SED student groups have a higher rate on earning the State and District when compared with the All Student Group.
3. Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students: 18.1% of the All Student Cohort scored at least 3 or higher on at least 2 AP exams.

School and Student Performance Data

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)]

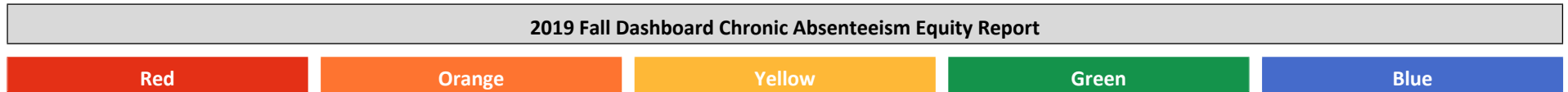
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

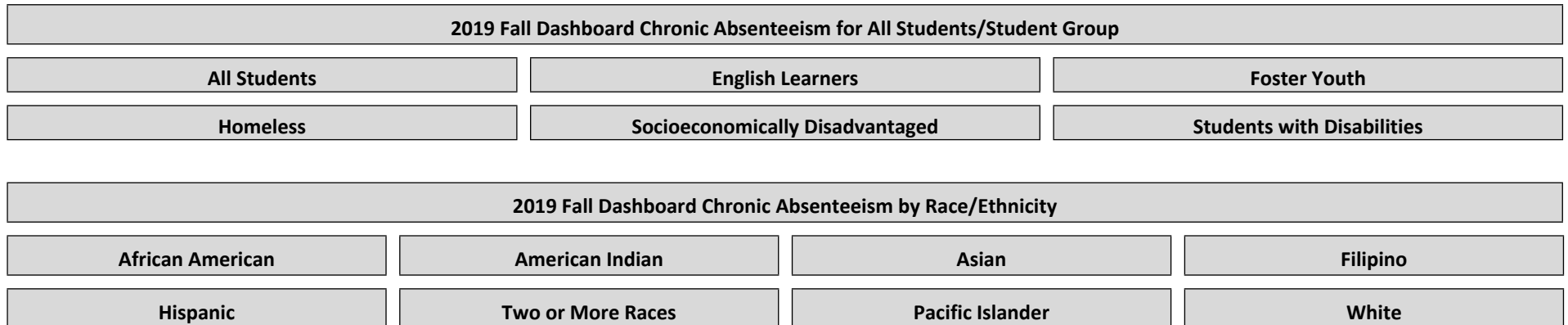
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2672	435	16.5
Female	1317	192	14.7
Male	1355	243	18.2
American Indian or Alaska Native	3	0	0.0
Asian	88	9	10.3
Black or African American	244	49	20.3
Filipino	91	6	6.7
Hispanic or Latino	1987	331	16.9
Native Hawaiian or Pacific Islander	10	3	33.3
Two or More Races	57	9	16.1
White	192	28	15.1
English Learners	265	67	26.1
Foster Youth	20	1	5.3
Homeless	26	6	24.0
Socioeconomically Disadvantaged	1734	308	18.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	292	67	24.1

These data points indicate:

1. The rate for chronic absenteeism for all students is 16.5. Based on this number, several student groups are above this number - these include African American, Native Hawaiian or Pacific Islander, English Learner, Homeless, and Socioeconomically disadvantaged student groups. Interventions to decrease this rate would include home visits and chats with the CSSP.
2. Male students are also chronically absent more than the female student group.
3. Many students are represented in several student groups, including English Learners, Homeless and Students with Disabilities.

School and Student Performance Data

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)]

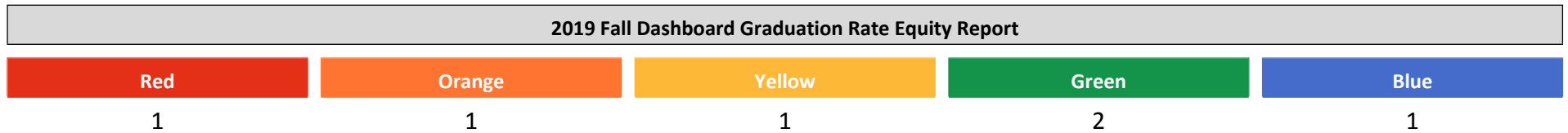
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

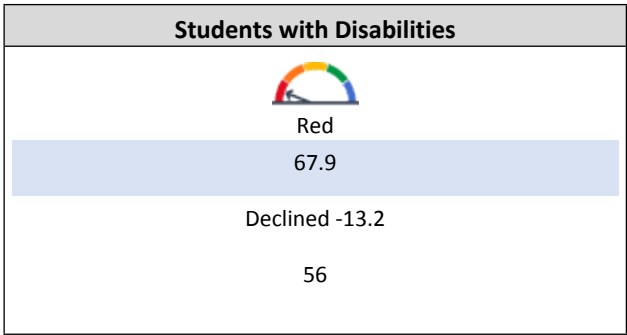
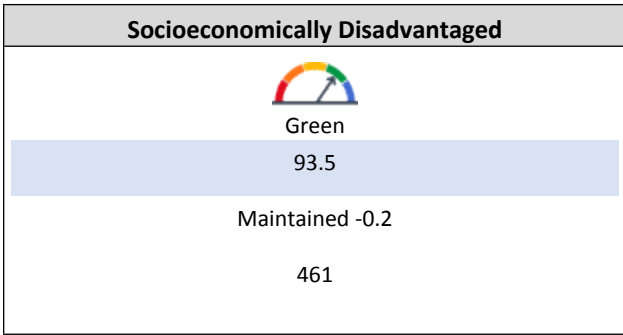
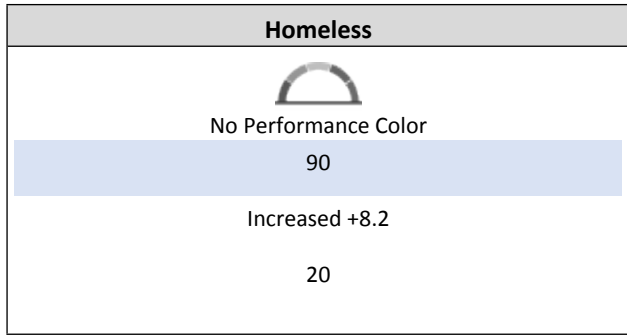
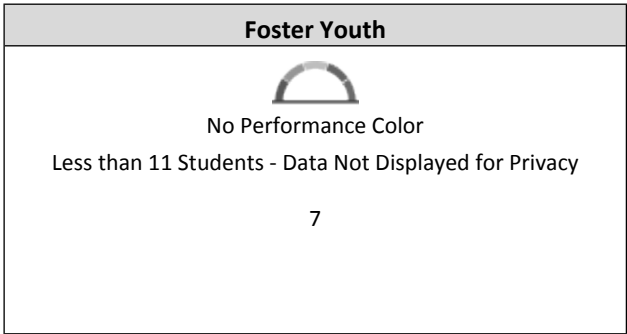
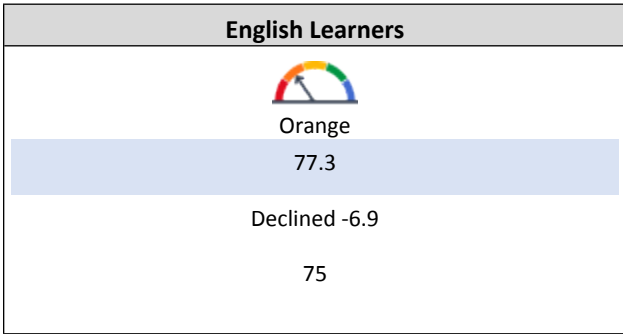
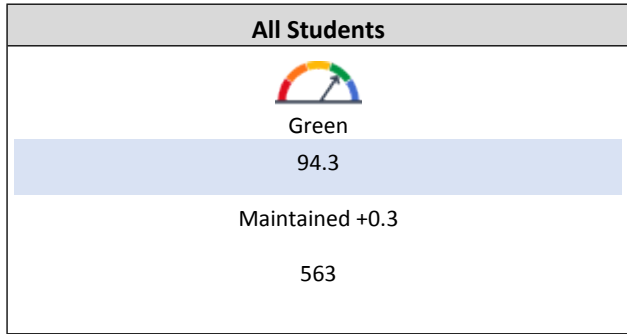


This section provides number of student groups in each color.











This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group



2019 Fall Dashboard Graduation Rate by Race/Ethnicity

<p align="center">African American</p>  <p align="center">Yellow</p> <p align="center">94.1</p> <p align="center">Declined -1.4</p> <p align="center">51</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Asian</p>  <p align="center">No Performance Color</p> <p align="center">83.3</p> <p align="center">Declined -6.7</p> <p align="center">18</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">100</p> <p align="center">Increased +3.2</p> <p align="center">19</p>
<p align="center">Hispanic</p>  <p align="center">Green</p> <p align="center">94.5</p> <p align="center">Maintained +0.6</p> <p align="center">415</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">7</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">White</p>  <p align="center">Blue</p> <p align="center">96.2</p> <p align="center">Declined -1.2</p> <p align="center">52</p>

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94.1	94.3

2021 Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	586	557	1	95.1
English Learners	64	51	1	79.7
Foster Youth	5		0	

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Homeless	26	23	1	88.5
Socioeconomically Disadvantaged	479	455	1	95
Students with Disabilities	64	46	1	71.9
African American	51	48	0	94.1
American Indian or Alaska Native				
Asian	22	19	0	86.4
Filipino	18	18	0	100
Hispanic	437	417	1	95.4
Native Hawaiian or Pacific Islander	1		0	
White	45	43	0	95.6
Two or More Races	12	12	0	100

These data points indicate:

1. These data points indicate an increase in Summit's graduation rate from the previous year.
2. While these data points indicate a significant disproportionality for EL and Students with Disabilities, their graduation rates continue to increase at a greater rate than the All Student group.
3. The Hispanic Student Group continues to increase in the graduation rate.

School and Student Performance Data

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)]

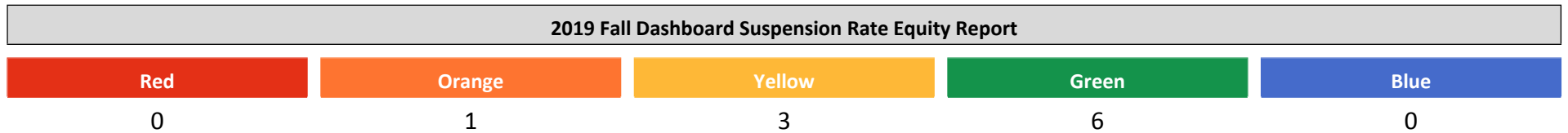
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.





This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.


2019 Fall Dashboard Suspension Rate for All Students/Student Group


All Students
 Green
4.7
Declined Significantly -5.7
2633

English Learners
 Yellow
7.5
Declined Significantly -10.3
308









Foster Youth
 Orange
12.5
Declined -13.2
32

Homeless
 No Performance Color
11.1
Increased +4
27

Socioeconomically Disadvantaged
 Green
5.5
Declined Significantly -6.4
1802

Students with Disabilities
 Yellow
9.2
Declined Significantly -13.1
261

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 6.3 Declined Significantly -8.6 237	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 1.1 Declined -5.9 90	 Green 2.6 Declined -7.6 76
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8 Declined Significantly -5.1 1957	 Green 1.8 Declined -16.4 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 4.8 Declined Significantly -4.6 210

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.4	4.7

These data points indicate:

1. These data points indicate the overall suspension declined significantly (5.7%) from the previous school year while maintaining at an Average Performance (Yellow indicator)
2. These data points indicate that although Students with Disabilities and English Learners declined significantly, there remains a large disparity between these two student groups and the All Students group.
3. These data points indicate the Foster Youth Student Group declined by 13.2 points. This reveals that specific implemented strategies to support their social-emotional needs were effective.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.20
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.56
Fall 2021 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -0.2 10th: -0.9 11th: -0.8 12th: -0.4
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -2.1 10th: -2.2 11th: -1.1 12th: 0.1
Site Specific Measures: Number of students served with Homework Center assistance and tutoring (Update 1/18/22)	1,237
Site Specific Measures: Number of Students Reporting an Increase in Grade after attending Math Workshop (Semester 1)	73

These data points indicate:

- The Performance by grade and goal area for Reading and Math continue to be deficient (Informational Text and Statistics & Probability)
- All Student Groups are below the average conditional growth (CGI). They did not meet the expected growth as needed. Conclusively, in MAP Reading and mathematics, all Student Groups fell below the Average Growth (CGI). However, the following groups had more growth than others: African America, English Learners and Students with Disabilities.
- For the Fall 2021-2022 school year, the two goal areas that continue to be deficient are as follows: Statistics and Probability (Math) and Informational Text (Reading).

- We saw an increase in attendance for Tutoring, with the Post-Survey reporting an increase of subject grade.
- 21% of all students are projected to meet and exceed on the Math performance on SBAC, and 56% for Reading, respectively. The student groups that are disproportionately lower in both areas are Students with Disabilities, and English Learners.
- There needs to be a continuance throughout all grade levels and core courses to focus on Document Based- Questions to increase practice with Informational Text (MAP Reading) and across other domains for Statistics and Probability (MAP Math). These domains include Chemistry, where many students with IM2 lack to see the connection to solving variables.
- As of January 18th, 2022*, 40 afterschool tutoring days and 1,237 students have attended to be tutored in math and Science.
- Of 1,237, 315 math students took a survey after taking a math assessment. 68 of the 315 surveyed students attended after school tutoring. Additionally, 56 of the 68 reported to improving their grades to Cs and higher! * Up to this date, the 315 students surveyed comprise of students from courses: IM1, IM2, IM3, IM3H, Intro to College Alg, and Pre Calc

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.04
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.26
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -13.2 10th: -19.7 11th: -18.7 12th: -23.2
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -16.1 10th: -21.5 11th: -19.3 12th: -22.7
Site Specific Measures: Percent of Decrease in D/F rate in all subjects (1st Quarter, 2021 to 1st Semester, 2021)	6.0%

Academic Data – English Learners (EL)	
Site Specific Measures:	

These data points indicate:

- In both Reading and Math, the EL Student Group made more growth when compared to the All Student Group.
- We saw a decrease of 6.0% in D/F scores for the English Learner Group from the 1st quarter to the end of Semester 1. We need to strategically focus on ELs to encourage attending targeted tutoring sessions, which include a Bilingual Aide (for ELPI Level 1,2) and College Tutors (for ELPI 3L and 3H). Additionally, there is a need to increase the focus on strategic instruction of Language Function (Process gathering information for a Document Based Question) and Language Acquisition (responding to the prompt of a DBQ).

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 11% Level 3: 33% Level 2: 37% Level 1: 19%
2020-2021 ELPAC Listening Domain: % by Performance Level	5% - Well Developed 63% - Somewhat/Moderately Developed 32% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	73% - Well Developed 15% - Somewhat/Moderately Developed 12% - Beginning Development

Language Acquisition Data – English Learners (EL)	
2020-2021 ELPAC Reading Domain: % by Performance Level	8% - Well Developed 46% - Somewhat/Moderately Developed 46% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	3% - Well Developed 74% - Somewhat/Moderately Developed 24% - Beginning Development
Site Specific Measures: Administrative walkthroughs in EL classrooms to verify the use of targeted EL strategies.	50%
Site Specific Measures:	

These data points indicate:

These data points indicate that ELs are distributed evenly (bell-shaped curve) at all ELPAC levels. ELPAC Writing Domain scores reflect students need additional support in writing. A method for additional support will be to focus on writing through DBQs in all core courses.

These data points indicate that ELs continue to struggle to move from one level of performance to the next.

These data points indicate that teachers with EL students need to increase the use of targeted EL strategies throughout the school day. In order to increase the use EL strategies through instruction, teachers will need additional training/modeling.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	5%
Site Specific Measures: Parent Meetings: Number of meetings offered	10 virtual meetings (MS Teams); 2 in-person meetings
Site Specific Measures: Parent Workshops : Number of workshops offered	2

These data points indicate:

The submittal participation for the Parent Survey was low. We need to increase communications of the importance of this survey feedback to our school. We are transitioning from virtual to in-person meetings. Meetings include: Coffee with the Principal, Cookies with Counselors: Topics include - meetings to inform parents of upcoming events, discussion topics such as test results, Title I expenditures, Advanced Placement courses and reasons to take class,

Attendance, a-g requirements, Wellness Center, CTE courses offered, SIT referral process, Technology/device distribution. Beginning in April, Coffee with the Principal will be in person.

Parent workshops (according to feedback from previous online meetings) included Computer Literacy assistance, and Cash for College and for Financial Aid workshops.

The attendance rate at our workshops (S1) and meetings are about half of the size of our pre-pandemic numbers. We will continue to forge strong methods of communication with parents to increase attendance.

"From the Nest" is the Principal's weekly newsletter that is sent via email to parents. The newsletter has links to pertinent parent information that include upcoming parent events.

To ensure all methods of communication is used, the school uses electronic methods such as PeachJar, text and email on Connect5.

College and Career Readiness	
School Metrics/Indicators	Current Outcomes
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	40%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	57%
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	61.2%
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	32.0%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	67.5%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	16.7%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	30.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	3.8%
Site Specific Measures: AVID Program Participants: 1st Semester average GPA (9-12)	9th Grade: 3.08 10th Grade: 3.08 11th Grade: 3.26 12th Grade: 3.21
Other: 9th Grade Summer Bridge Program Participants: 1st Semester average GPA	2.5

These data points indicate:

- EL students continued to underperform when compared to our All Student group, in both Math and English.

- More than one half of our students enrolled in Advanced Coursework passed the cumulative AP Exam.
- Although our EL student group continues to demonstrate growth in the AP Exam pass rate, they demonstrate a large disparity to the All Student Group. The increase in AP for ELs may be based on a higher number of English Learners enrolled in AP Spanish Language and AP Spanish Literature classes.
- The a-g completion rate for ELs continues to demonstrate disproportionate growth. Many of our English Learners in the 11th or 12th grade transfer to Summit with no English or History credits, which automatically places them off track to graduation due to the requirements of 4 years of English and 3 years of History. Many of the transfer credits do not meet the criteria for these two areas, thus pushing completion to a possible 5th year of instruction.
- The 9th grade Summer Bridge Program participants achieved GPA of 2.5, which is a 0.3 increase to all other 9th grade students not participating in the summer session. The Summer Bridge Program allows incoming 9th graders to experience, for 4 weeks during the month of June, the rigor of upcoming coursework but at the same time creating and integrating fun activities include ELA, Math and computer programming. Teachers also assist students to become familiar with the general layout of the campus, which helps tremendously during the first week of school so 9th graders already feel as part of the Summit community. In addition, students receive 10.0 elective credits for their hard work and accomplishments.
- AVID students grades 9-12 achieved a higher grade point average than those students not participating in the program. These include the following data points:

Grade AVID GPA Schoolwide GPA

9	3.08	2.48
10	3.08	2.78
11	3.26	2.96
12	3.21	2.97

We notice a significant increase in all grade levels, including an upward trend as the AVID students finish each academic school year.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

- Integrated ELD has been implemented, most specifically in English 9-12 classes, but has not been a consistent application towards level 3L and 3H students in English Only classes.
- Measurement of growth is determined by ELPAC and SBAC scores, RFEP rates and maintenance (3 years), data acquired by teachers such as Q grades and IABs, progress reports.
- Class walkthroughs should show evidence of implementation of SDAIE and WICOR strategies.
- In core content classes, full implementation of ELD standards is absent.
- Bilingual Aides assist students with reading and writing skills in core classes such as SEI Biology, History and all Integrated mathematics classes, focusing on IM1 and IM2 classes.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

- Designated ELD has been effectively implemented in levels 1 and 2.
- Administration is researching how to increase success in the Releveling of EL 3L and 3H students and reclassification of Level 4 students to mainstream. We are looking for ways to specifically target these students with the use of language function.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

- We need to ensure general education teachers are trained and using effective strategies, which include SDAIE, WICOR and GLAD, in classes to target our EL levels 3L, 3H and 4. The hiring of additional Paraprofessionals and College Tutors will assist the General Education teachers with targeted instruction.
- We need to provide Professional Development to mainstream teachers whose EL LPI 3L and 3H are struggling conceptualizing content from L1 to L2. Additionally, academic vocabulary needs to be presented and reviewed in a different format in order for EL 3 students to successfully using during writing, thus attaining higher rigor.

- It is also important to review with all staff the process of identification of EL levels and how to recognize a long-term English Learner. With this, teachers may have to refer EL students to the SIT process.
- A review of successful SDAIE strategies and use of language objectives can ultimately assist all subject- area teachers on implementation to their everyday instruction.

Comprehensive Needs Assessment

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)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<ul style="list-style-type: none"> • 2021-2022 Fall Parent Survey Results (5.0% response rate) indicate the following: • Family-School Communication: 53% of parents responded the school provides information to keep them informed of current events. (an increase of 3%). 66% feel communications from the school have been helpful. 46% feel the school values parent opinions. • Information from School: Results show an increase on information from the school to parents by 6% to 70%. 77% of parents strongly agree/agree they know classroom teacher expectations for their students. Similarly, 73% feel the school updates them on their student's academic progress. • School Climate: Results did not increase from last year, with a total of 53% to a 70% district average. 54% of parents observed the school values the diversity of children's backgrounds. • School Safety: Survey results showed a decrease to 67%. 52% of parents responded that there is help at school if their child is bullied. • 2021-2022 Annual Student Climate Survey (66.0% response rate) indicate the following: • Rigorous Expectations: 52% of students felt that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class. Rigorous expectations, which include student feedback and encouragement are on an upward incline (56% and 54% respectively). • School Climate: 42% of students have positive perceptions of the overall social and learning climate of the school. 47% of students perceive their teachers to be excited to be teaching classes, • Self-Efficacy: 48% of students are somewhat/slightly confident to complete all assigned work. 58% of students feel somewhat or slightly confident to learn the material presented in classes. • Self-Management: 56% of students reported they could resist distraction during class instruction. 58% of students also reported that when someone was bothering them, they remained calm.

Analysis of Qualitative Data

- Sense of Belonging: Survey results show a continued disconnect this school year, with 32% of students feeling they are valued members of the school community.
- 2021-2022 Fall SEL Student Survey Results (1.0% response rate) indicate the following:
 - An increase in self-efficacy (12% from 33% to 45%) on how students can believe they can learn.
 - A 7% decrease in self-management (77% to 70%) on how well students manage emotions, thoughts, and behaviors in different situations.
 - 39% of students feel they can regulate their emotions adequately. This falls below the district average of 48%.
 - A decrease in sense of belonging (39% to 25%), which is how students feel that they are valued members of the school community. This also falls short of the district average at 46%.

- 2021-2022 Teacher Needs Results indicate the following:

During several staff and Leadership meetings, teachers responded to having several areas of need to further increase academic achievement:

(1) The need for teachers to identify students needing social-emotional support and the process to refer students/family to counseling/administration/CCSP.

(2) The need to continue offering tutoring services in core classes after school and in the evenings (MS Teams). Based on math teacher input, there has been an increase in summative and formative scores when students sought help from after school tutoring services.

(3) Continued PD to use technology in the classroom, whether it be in person or virtual - NearPod, Paper Education (how to refer students), McGraw-Hill curriculum, etc.

(4) Continued PD in the use of embedding WICOR strategies into daily units of study

(5) Additional PLC time to discuss assessment results and embed authentic writing responses into benchmarks.

- 2020 WASC Survey indicate the following (Ongoing):

(1) Climate and socio-emotional support as an identified area of need, with the end result of increasing student interaction and balancing a demanding class schedule.

(2) WASC Critical Area of Follow-up (November 2020) - PLCs to strengthen their data analysis protocol.

(3) WASC Follow-Up and getting ready for the 6-year review (Spring, 2023): ensuring school provides a school environment that has access, equity, and diversity for all.

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SUMMARY

Summary of Results of Surveys - Summit High School has identified several key areas for improvement:

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PARENTS -

Parent Communication: Alternative methods when communicating with parents have been successful. The weekly newsletter sent out via email and posted on our website to parents is a one-stop method of disseminating pertinent information. From the Nest" is the Principal's newsletter, with links, to information parents are seeking. This includes phone numbers/emails for

Analysis of Qualitative Data

office personnel as well as teachers. The newsletter also has links to attached documents such as College Application information and social-emotional assistance. The simple visual "cards" let parents easily understand a change in our bell schedule during MAP and SBAC testing. The newsletter has allowed parents to easily access information that may otherwise be difficult to find on our school website.

Increase Parent Participation: Interestingly, the Parent survey results also demonstrated that parents are seeking more engagement to participate with the school. Selecting and offering activities and other events to which parents can participate may be a way to increase uniqueness and belonging along with their student.

Increase in Parent Meetings: Parent Meetings, such as IEPs, parent groups: We saw a steady participation in IEPs by all parties involved, including students taking a more active role in the team IEP meetings. We will continue to offer both options to parents. SSC and AAPAC parents groups were well attended all year, with meetings held virtually on MS Teams.

During second semester, we saw an increase of participation as the school transitioned to in-person meetings, although our attendance numbers fall below the pre-pandemic meetings.

We would like to continue offering both in-person and virtual meetings simultaneously with the use of the Poly-Com. We believe many parents cannot attend in-person due to time constraints, so offering a structured live event through Microsoft Teams will increase attendance and communication.

Parent Workshops: Parents continue to seek guidance on college and career awareness, Q Parent Connect navigation, a-g requirements, and assistance for students lacking academic and post-graduation goals. We need to increase outreach to all parents, including the use of recorded sessions and an open Q&A. Again, time constraints, work hours and childcare continue to be barriers the school must address in order to offer different methods of communication that fit the needs of parents.

STUDENTS -

Social-emotional Learner needs: We continue to see students feeling a disconnect with school. As we end the first year of in-person instruction, the school is creating innovative ways to celebrate healthy social-emotional choices, including spirit rallies, music at lunch and positive feedback during the first semester of the school year as administration conducted walkthroughs. Although the student response rate was low (1.0%), we are looking at feedback data nonetheless. The goal is to approach surveying all students next year with a larger response rate. We believe that a barrier for a higher completion rate included the anxiety/stress students experienced during the the beginning of in-person school in August.

Identified within the WASC follow up is to continue to move schools forward in not only academics, but ensuring that they provide a school environment that has access, equity, and diversity for all.

We continue to improve teachers supporting students: Along the lines of inclusivity is the creation and sustainability of a positive school culture that includes the student-teacher relation. Rewards and recognition for attendance, grade point average increase, and class participation are areas we will focus on to increase awareness in the student-teacher relationship. These are based off WASC's SLOs (Student Learner Outcomes).

Increase self-efficacy: Survey results show that students feel they are adequately prepared to deal with different emotions. In order to increase self-awareness, we are looking for counselors to continue "Wellness Wednesdays" activities, which include

Analysis of Qualitative Data

yoga and meditation, arts and crafts, breathing techniques, tips to reduce stress anxiety, and walking challenges. Additionally, SPED students will be receiving SEL (social and emotional learning) strategies within the Study Skills elective classes.

New for the second semester of the 21-22 school year is the addition of a CSSP to the counseling staff. The CSSP assists students to self-regulate and reflect on how to resolve conflict with peers (two main areas of need as identified in both student surveys).

TEACHERS -

Additional Professional Development: We need to create opportunities during Admin directed days and any other time during the school day for teachers to continue having meaningful dialogue about successful implementation of instructional strategies that meets all student group needs. These include WICOR and SDAIE strategies. Teachers have asked for more PD on the use of technology, including continuing the use of Microsoft Teams as a way to keep students informed of assignments and formative assessments. Most importantly, requests for training on how to assist students as related to Social-emotional issues has increased upon returning to in-person instruction and the ever-changing requirements from the state on safety protocol. The request has been made not only by teachers, but also by classified staff such as secretaries, security guards, and aides.

Additional PLC Time to Meet the PLC Critical Questions: Teachers feel they need to continue training in the PLC process (DuFour) and strengthening assessment and data analysis. This also falls into the WASC recommendation of teachers becoming proficient in data collection and analysis. We plan to continue supporting the development of the four PLC critical questions (What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?) within each developing PLC.

Identified within the WASC follow-up as areas of critical need is by continuing for PLCs to strengthen their data analysis protocol, create and sustain climate and socio-emotional support systems, and ensure the school and its stakeholders provide a school environment that has access, equity, and diversity for all.

One area not surveyed but worthy to note was the social-emotional needs of staff. As staff transitioned to in-person learning, anxiety was noted during walkthroughs. Administration also decided to encourage teachers to participate in the Staff Wellness Wednesdays (2 sessions) run on an alternate week than the one offered to students. Teachers got creative by painting a VanGogh scene, while another art instructor helped staff members create a collage of favorite things. Yoga was also offered, which included meditation. Overall, staff appreciated the "time-out" from PLCs or grading. Throughout the school year, surprise treats appear in teacher mailboxes (and also classified staff), and Fridays are nutritional days where fruit and granola bars are readily available in the Principal's office.

Classroom Observations

Analysis of Qualitative Data

Description of types and frequency of classroom observations conducted during the school year and a summary of findings.

- For the 2021-22 school year, administration conducted walkthroughs two times a week for one hour each session. One of the main aspects of the walkthroughs was to reinforce student attendance and participation in class despite all of the Covid-19 protocols set in place. ("We are very happy to see you (students) back at Summit!")
- For the 2021-22 school year, the walkthroughs demonstrated evidence of Learning Targets in classrooms.
- For the 21-22 school year, administration created the teacher master schedule with changes and/or modifications to accommodate IEP scheduling.

SUMMARY

Summary of Classroom Observations - Summit High School has identified several key areas for improvement:

1. The implementation of walkthrough protocols will need to be set into effect at the beginning of the school year, with the focus on the the utilization of WICOR and SDAIE strategies, and DBQs in core courses. This includes evidence of Learning Targets that match the lesson observed.
2. The walkthrough protocol will reflect the following: ensuring teachers provide a school environment that has access, equity, and diversity for all.
3. Continue to reinforce social-emotional needs of students and staff.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- Continued assessments such as IABs (Interim Assessment Benchmarks) from the District and assessments from publisher such as McGraw Hill for Social Science and SpringBoard for English are used in PLC meetings to create and modify assessments by looking at formative data results and reteaching specific parts of the lesson. For the 2022-23 school year, an emphasis will be placed on creating formative assessments with the new NGSS standards, with the expected initial rollout after adoption for (for singleton classes including AP). Under the new Science adoption, teachers will receive for every year for eight years consumable lab materials. For Summer School 2022,

Standards, Assessment, and Accountability

	<p>science teachers will incorporate lessons from the NGSS with phenomenon-based inquiry investigations (Biology, Chemistry).</p> <ul style="list-style-type: none"> • PLC-created assessments are based on data used from teachers which students underperformed, particularly the identified areas which have been identified as Statistics and Probability (Math) and Informational Text (Reading). We see these areas of need in other domains, such as science (Chemistry) and Social Sciences (DBQs in History classes). PLC meetings are data driven, with results from the following sources being used: MAP reports, ELPAC results, CAASPP data (analysis of area of need), SAT/PSAT data (analysis of area of need, specifically for EL reclassification and Seal of Biliteracy candidacy). • Teachers need to continue using state and local assessment results to further drive instruction using successful instructional strategies such as WICOR and SDAIE.
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<ul style="list-style-type: none"> • ELPAC scores in Language function and language acquisition, CAASPP scores (areas of identified need in math and English), ELD end of unit exams, MAP scores in Reading and student grades are used to monitor progress for releveling purposes by the EL Site Monitor and EL Department Chair. • Scores also determine the number of sections needed on the Master Schedule for ELs levels 1-3H. We continue to see a bell-shaped curve distribution in EL levels, with Level 3 (Moderately Developed) showing the majority of the EL Student Group. • In summary, all teachers need to analyze English Learner data results and facilitate discussions in PLCs that will implement successful SDAIE strategies to increase capacity. This will allow for EL 4 teachers in mainstream classrooms to review identical data and also embed strategies into instruction. • The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English learners (LTEL), and special programs such as SPED (Special Education) or GATE (Gifted and Talented Education). They identify and recommend the best designated-ELD placement for the students.
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>SSC conducted Progress in February and March, 2022 to review implementation and outcomes of the Actions/Services identified. The progress toward identified goals in the SPSA are discussed during SSC meetings, with progress reviewed after each semester. When available, data results from Action/Service goals are discussed with Leadership to ensure that department PLCs are creating successful opportunities for students to have access to Homework Center, Math tutoring, and College Tutors.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward</p>	

Standards, Assessment, and Accountability

accomplishing EL program goals for addressing the needs of low-achieving ELs.

- The progress of EL students is discussed in ELAC and SSC meetings each year. ELAC members also give input and recommendation to SSC on how the SPSA’s Action/Services can assist ELs are discussed and adjusted to meet the demands of each ELPI Level.
- The EL Site Monitor and EL Department Chair along with Administration work together to discuss and review EL students on re-leveling and reclassification opportunities.
- During the Recommended Actions and Services meeting with ELAC parents (4/22), it was noted to set into place a monitoring tool for ELs on academic progress (quarterly). It was suggested the monitoring results be communicated to parents via a phone call.

Identified Needs based on Findings:

- Through departmental PLCs, teachers need to use formative and unit assessment results to drive instruction.
- Analysis of Actions/Services of implementation and outcomes data at quarterly intervals.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- -----MOVE UP AFTER REVIEW -----REVISED DATA ----- DO NOT DELETE UNTIL APPROVED-----

When aligning content standards to staff development, and with the support of the District's Teaching and Learning department, we look how to build teacher capacity with:

- Continued support on identified areas of need from each content area utilizing successful data-proven strategies such as WICOR and

SDAIE. Many teachers use a variety of strategies as evidenced during lessons. As students are assessed, PLCs meet to discuss successful design for student learning. Successful PLC implementation practices are monitored with results of district benchmarks, f

formative assessments (unit test/quiz)

- Upon determining the outcome of implemented strategies, PLCs gauge student outcome through assessment results - and deconstruct

Staffing and Professional Development

	<p>or modify as needed to meet learning objectives. PLC-created assessments, common formative and summative assessments help determine if student learning objectives (Learning Targets) are met.</p> <ul style="list-style-type: none"> • We need to continue to support learning by increasing student engagement and accessibility to online curriculum in core courses (McGraw Hill, HMH-Integrated) that creates another venue for students to retrieve assigned classwork. • Continuing to support learning by using technology to increase student engagement for such as components of Microsoft Teams, online curriculum in core courses (McGraw Hill, HMH), software such as EdPuzzle, IXL, Turn-It-In, etc. The training allows teachers to feel at ease when facilitating lessons and embedding technology to increase student accessibility.
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<ul style="list-style-type: none"> • -MOVE UP AFTER REVIEW -----REVISED DATA ----- DO NOT DELETE UNTIL APPROVED----- • With the support from District's Teaching and Learning division, ongoing assistance is provided with Teachers on Assignment (TOAs) and Coordinators in all core areas, including Special Education and English Learners services. They assist during departmental and PLC meetings with additional instructional support and effective lesson design. • On site, our Math Instructional Support Teacher (IST) also monitors the SBAC-like math workshops offered in early Spring prior to the state test. • With the assistance of the site's Technology coach the majority of our teachers continue to troubleshoot any issues on MS Teams and Forms. This has allowed teachers to continue the practice of posting on Teams, thus creating additional accessibility of core content to all students.
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<ul style="list-style-type: none"> • -----MOVE UP AFTER REVIEW -----REVISED DATA ----- DO NOT DELETE UNTIL APPROVED----- • Teacher collaboration begins at the start of the school year with several non-student days and receive professional development opportunities. Additional Professional Development opportunities are offered throughout the school year via online registration (Performance Matters). On Wednesdays, during the admin-directed day timeframe, teachers meet with their PLCs to discuss instruction and assessments for common planning. Several of our PLCs also meet during lunch and after school . Our PLCs meet by MS Teams and at times in person in order to look and discuss data results from summative assessments.

Staffing and Professional Development

- The 2022-2023 will be Summit's 6-year review for WASC. As we move to the beginning of the school year, teachers will meet in departments (home groups) but also in focus groups (interdepartmental) working together on a set WASC criteria to finalize the main area of the Focus on Learning WASC document - the Action Plan. Summit will also review the Student Learner Outcomes (SLOs) for the upcoming school year, which includes the new area of focus for WASC, which is social-emotional and
- Teacher collaboration continues for the WASC self-study report which focuses on student achievement. Focus Groups as well as Home Groups analyze data and respond to specific prompts designed to elicit collaborative and cohesive input.

Identified Needs based on Findings:

- -----MOVE UP AFTER REVIEW -----REVISED DATA ----- DO NOT DELETE UNTIL APPROVED-----
- Teachers need time to collaborate in PLCs and develop/refine data analysis protocol.
- Teachers need to continue to use and develop a variety of WICOR strategies to meet learning needs of all student groups. A refresher Professional Development course is planned prior to the start of the school year that will assist new teachers with the implementation of successful strategies.
- We need additional Professional Development in WICOR strategies geared towards EL Level 3L and 3H. The PD is geared for general courses but specifically focusing on all four core courses (English, math, social science and science).
- Professional Development on successful Co-Teaching strategies would assist teachers create a cohesive teaching plan that addresses the needs of all students in classrooms. Inclusion teachers have asked for modeling lessons on how to embed a general and resource skillset.
- During PLC meetings, groups need to create ways to target our student groups to partake in SBAC workshops by 1:1 personal invites for EL, SPED, African American, Hispanic and White students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

Teaching and Learning

	Grade	English	Math	Science	Social Science
	9-12th: SpringBoard California	English	HMH-Integrated Glencoe-Chemistry	Pearson-Biology Science: 9-12 – CK-12 Flexbook	McGraw Hill addresses NGSS in biology, chemistry, physics, and earth science.
	<p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.</p> <p>Teachers utilize differentiated instructional groups during class in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, and Discovery Math). The student intervention (SIT) team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>				
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	<p>All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, Discovery Math, and System 44) Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.</p> <p>Any type of curriculum for electives follow a process that includes discussion and approval/modification recommendations of the course outline by all comprehensive high schools and district departments (district curriculum committee). The recommended adoption is then forwarded for final approval to the Board of Education.</p>				

Identified Needs based on Findings:

Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards. This includes a review on WICOR and SDAIE strategies to ensure that new staff is updated on implementation of successful instructional techniques.

Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs. Teachers need to continue to build expertise in creating learning targets and success criteria.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	The Summer Bridge Program is offered to underperforming students to enrich academics areas of math and English through the use of Computer Science/Robotics. Support classes offered during regular school hours are Read 180, Math 180, AVID, Study Skills, and APEX credit recovery.
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Opportunity and Equal Educational Access

	<p>"The Nest" provides students with social/emotional support services. Our Student Intervention Team (SIT) meets to discuss referrals from teachers/parents/counselors regarding possible additional student services. Tutoring offered after school as well as during Student Support Time prior to the start of the school day. On Wednesdays, teachers are also available for instructional support.</p> <p>Our new CCSP will help students with social-emotional concerns. We are in the process of creating a list of priorities for the CSSP to focus on needs, such as drug use, conflict resolution through peer mediation (4/22).</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Based on performance data, there is a need to provide/assign tutoring, specifically to Student Groups not performing at Standards, such as ELs Level 3L and 3H, and Students with Disabilities.</p> <p>SPED students continue to perform below standards. The Inclusion Model will sustain services with all grade levels. During Inclusion classes, RSP students increase rigor during instruction in both math and English. Emphasis on short answer responses in math will continue to be implemented. Additionally, we are looking at the possibility to include science and social science domains into the Inclusion model. A possible barrier for this process could be staffing.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>The SPSA's Actions and Services somewhat met the needs of all students. The needs of ELs and Students with Disabilities were not met. Tutoring services for ELs was minimal to once a week due to the loss of one classified position. Additionally, phone calls to parents from teachers discussing class grades fell behind due to lack of staffing (Bilingual Aide).</p> <p>Only some of the Actions were implemented for the 21-22 school year. During the first quarter, our enrollment declined because parents opted for their students to attend the VLP/Access Programs. We saw a decline in parent attendance to workshops. As we transitioned to in-person meetings, our attendance increased (April, 2022) in meetings such as Coffee with the Principal and 8th Grade Parent Night. Tutoring attendance also increased as the first progress report was sent home, with parents encouraging students to attend tutoring.</p>

- Identified Needs based on Findings:**
- We will maintain our Co-Teaching classes at all grade levels in core courses for math and English. SPED teachers need time to analyze and determine which student population needs additional support.
 - Need to continue to use College Tutors to provide support for instruction, intervention during classes to underperforming students struggling with core concepts.
 - We need to continue to provide after school tutoring and Math workshops to support instruction to underperforming students struggling with core concepts.
 - We need to provide tutoring in the late afternoon/evening via MS Teams that creates a flexible schedule for students that are struggling attending classes regularly.
 - We need to provide Professional Development of mainstream teachers regarding student Language Proficiency level. (3Low and 3High).

Opportunity and Equal Educational Access

- Academic vocabulary needs to be presented and reviewed in a different format in order for EL 3 students to successfully use during writing, thus attaining higher rigor. It is also important to review will all staff the process of identification of EL levels and how to recognize a long-term English Learner. With this, teachers may have to refer EL students to the SIT process.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

- Parent classes (How to use email to check Parent Q; Parent Q, FAFSA Night/Financial Aid)
- Informational Flyers, including informational meetings such as Coffee with the Principal, Cookies with the Counselors, AP Coordinator Workshop, and Athletic Director/Coaches meetings.
- "From the Nest" is a weekly parent newsletter sent electronically to parents informing them of current school events.
- CAFE Conference.

Identified Needs based on Findings:

- Increase parent participation/involvement on training such as Q Parent Connect, FAFSA training, Parent University (District Parent Training) in order to train parents on helping their teenager with social-emotional support, digital citizenship, etc.
- Find ways to disseminate information to parents. We are currently providing "From The Nest," a virtual weekly bulletin from the Principal that informs parents of weekly events. It is a one-stop newsletter with all pertinent information and links to maintain parents aware of school events, schedules, and newsworthy items.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

- General and Supplemental Concentration (Sup-C) funds supported underperforming students with the following services:
- Student achievement and behavior were supported through PBIS and student centered workshops.
 - The district-provided ELA Intervention Teacher supported underperforming students who are two or more grade levels below in Reading. The Intervention Teacher addressed these deficit skills, measuring student progress every quarter through the use of the Read180 program. The district-provided Math Intervention Teacher supported underperforming students with additional 1:1 assistance in basic mathematical skills that create a gap in their foundational knowledge.

Funding

- The Wellness Center, also known as "The Nest" has continued to allow students to destress for a period of time and then return to their daily class schedule. The addition of a Wellness Counselor (March, 2022) has created another venue to student support services such as mediation, conflict resolution and social-emotional assistance.
- ELPI level 1-2 students received assistance from district-provided Bilingual Aides in their core classes. Additionally, the use of adaptive materials such as basic translators and high interest books to motivate learning continue to be part of their daily materials.
- Link Crew Leaders continued to support 9th grade students throughout the year with 1:1 chats to encourage academic success.
- Math instructional software and professional development for teachers focused on specific areas of need as identified through MAP testing (Statistics and Probability).

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)

- Title I funds supported underperforming students with the following services:
- After school tutoring in math and science.
 - In order to ensure their student succeed in learning, parent workshops were made available to help navigate parents through technology in programs such as Q Parent Connect. Additionally, counselor workshops assisted parents in the understanding of a-g college requirements which also include Financial Aid Night to assist parents with FAFSA applications.
 - Title I funded AVID/College tutors helped students online during the school day in core courses to strategically focus on areas of need.
 - The district-provided Title I Math IST delivered Professional Development for the math department which created more focused lessons while embedding concepts and procedures along with problem solving skills. Additionally, the Math IST targeted after school math workshops, thus creating opportunities for struggling students to review areas of need and increasing their overall grade. Specific targeting focused on IM1, IM2 and IM3 students. The creation of a pre- and post- assessment protocol gathered data specific to how targeted tutoring in math helped students achieve passing grades.

Identified Needs based on Findings:

Identified Needs based on Findings -

We need to spend our State and Federal Funds on:

Funding

- Services for students with social-emotional learning supports. This continues to be a priority for our students (ELAC, SSC, WASC).
- Extended learning opportunities beyond the school day.
- Services for English Learners that include Bilingual Aides, College Tutors.
- Extended learning opportunities during the Summer session, including Enrichment.
- Providing services to increase parent engagement, involvement to assist their student's academic achievement and wellness.
- Providing additional Professional Development on research-based strategies.

We are looking into creating a clear goal and list of services that our Wellness Counselor can provide for our students in need, including substance abuse and bullying Professional Development for new teachers as well as existing staff – a refresher course on WICOR strategies.

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In January and April 2022, SSC met to Progress Monitor SPSA Actions and Services for implementation and outcomes. With input from ELAC, SSC determined which actions/services would continue, be modified, or discontinued based on Progress Monitoring outcomes.

On April 28, 2022, SSC began the process of developing SPSA Actions/Services based on the results of progress monitoring and the anticipated needs of students. In early May, SSC completed the development of Actions/Services and unfunded priorities. On May 11, 2022 SSC reviewed and approved the 2022-23 SPSA and related budget.

Identified Needs based on Findings:

- Continue the process of progress monitoring each Action/service throughout the school year starting in fall.
- Increase participation by holding virtual SSC meetings online.
- Increase parent input to the WASC Self-study groups with continued virtual meetings via MS Teams. We will continue this process for the next semester.

SWP Requirements

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"> • PLCs: • Data assessment results, including IABs, will be used to place students in tutoring for reteaching and mastering concepts. • Will meet to develop common lessons and assessments, analyze data, and use WICOR/SDAIE strategies to deliver instruction to help students meet academic standards. • Results from Interim Assessment Benchmarks (IABs) and Performance Task (PT)-like practice assessments will be used for reteaching opportunities in order to gain mastery. • Professional Development on TEAMS and WICOR Strategies to improve communication and instruction. • Departmental collaboration to provide students and parents with information during regarding honors and AP courses to encourage and increase participation. • Cross curricular lesson planning in Chemistry and IM2 	<ul style="list-style-type: none"> • PLCs (Monthly September -May) • TEAMS and WICOR PD (July and August 2022) • Department Collaboration and Honors and AP Mtgs. (annually in May) • Chemistry and IM2 lesson planning (July, then quarterly)
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"> • Summer Bridge Program for four weeks to underperforming incoming 9th grade students. Upon completion, students will receive ten (10) elective credits. • PLCs: Data from incoming ninth grade students at risk of retention will be used to refer students to the Summer Bridge program • Assign off track to graduation students to core courses through computer-based instruction in order to increase passing rate of graduation requirements. • APEX - offered to students that are credit deficient needing to take coursework to become on-track for graduation. APEX additional classes will be added to student schedule as needed. Placement is based on data from Q (Progress reports, Final term grade, Counselor visit entries). 	<ul style="list-style-type: none"> • Summer School & Bridge (June) • Data Analysis PLC Summer Bridge • APEX credit recovery (September - May) • APEX current credit (September - May) • Paper Education (daily August - June)

	<ul style="list-style-type: none"> • Provide unlimited 24 hours a day, 7 days a week tutoring service (Paper Education) to students. • Tutoring during Student Support Time 	<ul style="list-style-type: none"> • PLCs (Monthly July - May) • Tutoring (September - May)
<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"> • College tutors in classes every day and available for after school and lunchtime tutoring and/or push into MS Teams by creating Breakout Rooms for 1:1 assistance in order to address specific needs of underperforming students. • All grade levels, 9-12 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 academic support with practice tests during extended learning opportunities for mastery. 	<ul style="list-style-type: none"> • College Tutors (Daily August -May) • Inclusion (Daily August-May) • Extended learning opportunities (Weekly August-May)

Planned Improvements in Student Performance

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

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	44.5	>= 47.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-52.3	>= -42.3
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.20	>=0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.56	>=0
Fall 2021 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -0.2 10th: -0.9 11th: -0.8 12th: -0.4	9th: 0.3 10th: -0.4 11th: -0.3 12th: 0.1
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -2.1 10th: -2.2 11th: -1.1 12th: 0.1	9th: -1.6 10th: -1.7 11th: -0.6 12th: 0.1
2021-2022 Household Participation Rate on Parent/Family Climate Survey	5%	>= 25%

Identified Need(s):	<p>MAP data indicate:</p> <ul style="list-style-type: none"> Teachers need to utilize MAP results to adjust instruction as needed by creating small group guided instruction or referring students for additional assistance to the Math or Reading IST.
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- Students need to develop their writing and reading, specially in the areas of
- There needs to be a continuance throughout all grade levels and core courses to focus on Document Based- Questions to increase practice with Informational Text (MAP Reading) and across other domains for Statistics and Probability (MAP Math). These domains include Chemistry, where many students with IM2 lack to see the connection to solving variables.

Parent/Family Climate Survey data indicate:

- Results from the Family Climate Survey identify several needs, which include how parents continue to seek guidance on college and career awareness, Q Parent Connect navigation, a-g requirements, and assistance for students lacking academic and post-graduation goals. We need to increase outreach to all parents, including the use of recorded sessions and an open Q&A. Again, time constraints, work hours and childcare continue to be barriers the school must address in order to offer different methods of communication that fit the needs of parents. We would like to continue offering both in-person and virtual meetings simultaneously with the use of the Poly-Com. We believe many parents cannot attend in-person due to time constraints, so offering a structured live event through Microsoft Teams will increase attendance and communication.
- Increase student school spirit as identified by the 2020 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.

Teacher Survey/WASC Report data indicates:

- Results from the Teacher Survey show a need to continue to have PD opportunities in the use of PLCs and WICOR/SDAIE strategies. Additionally, teachers have asked for more PD on the use of technology, including continuing the use of Microsoft Teams as a way to keep students informed of assignments and formative assessments. This is also reinforced with the WASC follow-up as areas of critical need, which identifies for PLCs to strengthen their data analysis protocol, create and sustain climate and socio-emotional support systems, and ensure the school and its stakeholders provide a school environment that has access, equity, and diversity for all.

Most importantly, requests for training on how to assist students as related to Social-emotional issues has increased upon returning to in-person instruction and the ever-changing requirements from the state on safety protocol. The request has been made not only by teachers, but also by classified staff such as secretaries, security guards, and aides.

One area not surveyed but worthy to note was the social-emotional needs of staff. As staff transitioned to in-person learning, anxiety was noted during walkthroughs. Administration also decided to encourage teachers to participate in the Staff Wellness Wednesdays (2 sessions) run on an alternate week than the one offered to students. Teachers got creative by painting a VanGogh scene, while another art instructor helped staff members create a collage of favorite things. Yoga was also offered, which included meditation. Overall, staff appreciated the "time-out" from PLCs or grading. Throughout the school year, surprise treats appear in teacher mailboxes (and also classified staff), and Fridays are nutritional days where fruit and granola bars are readily available in the Principal's office.

	<ul style="list-style-type: none"> Increase student school spirit as identified by the 2020 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.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A. Support the "whole child" through multi-tiered academic, behavioral, and social-emotional services to increase achievement, connectedness, and participation in school activities/events.</p> <ul style="list-style-type: none"> Instructional materials and organizational supplies Awards, recognition & school spirit items PBIS rewards Social-emotional/behavioral learning materials Counselor salary and benefits (CSSP) Contracted services and related materials Certificated hourly Classified hourly College tutors Printing costs Portable charging stations Travel and conference related fees 	<p>Academic:</p> <ul style="list-style-type: none"> Grades Pre-post assessments Referrals to SkyHawk Cafe HW Club Sign-in log D and F comparison of participating students <p>Behavioral/Social-emotional:</p> <ul style="list-style-type: none"> Attendance # of referrals SEL Survey <p>School Connectedness:</p> <ul style="list-style-type: none"> WASC Survey 	All Students	Administration ASB Director Teachers SkyHawk Cafe Coordinator Link Crew Staff SIT Coordinator Paraprofessionals College Tutors Counselors	110,098.00	50,000.00

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1B. Provide summer learning opportunities to increase achievement and participation in advanced coursework. <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly • Instructional supplies 	<ul style="list-style-type: none"> • Credit Recovery • D and F comparison of participating students for 9th grade students - 1st semester 	Incoming 9th grade students At-promise students	Teachers Counselors Paraprofessionals College Tutors	484.00	5,000.00
1C. Provide small group and differentiated instruction to increase achievement. <ul style="list-style-type: none"> • College tutor hourly • Instructional software • Instructional and organizational Materials • Supplemental Printing and Materials • Flexible seating • Portable charging stations 	<ul style="list-style-type: none"> • Increase of passing grades in core courses where tutors are pushing into classes • Fall/Winter /Spring MAP scores for IM1 and College and Career Readiness participants 	All Students	College Tutors Teachers Intervention Teachers	20,000.00	2,340.00

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1D. Provide additional time for PLCs to focus on the 4 key DuFour questions: What do students need to learn? How will we know they have learned? What will we do when they have already learned? What will we do when they have not learned? <ul style="list-style-type: none"> • Certificated hourly • Classified hourly 	<ul style="list-style-type: none"> • PLC Minutes • Classroom Observation • Winter MAP results 	All Students	Math IST Department Chairs TOAs (all depts.) Teachers		
1E. Provide professional development to improve lesson planning and instructional delivery (including WICOR, SDAIE, digital resources, success criteria) <ul style="list-style-type: none"> • Travel and conference related fees • Consultant fees and materials • Teacher Hourly 	<ul style="list-style-type: none"> • Walkthroughs demonstrating use of PD information (WICOR, SDAIE, digital resources, success criteria) 	All Students	Administration Teachers Department Chairs	500.00	
Total Estimated Cost for This Goal:				131,082	57,340

Planned Improvements in Student Performance

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

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in writing to a DBQ (Document Based Question) through the use of a response frame. This will allow for the students to self-regulate during the writing process.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-36	>= -21.0
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-142.7	>= -127.7
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.04	>=0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.26	>=0
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -13.2 10th: -19.7 11th: -18.7 12th: -23.2	9th: -12.7 10th: -19.2 11th: -18.2 12th: -22.7
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -16.1 10th: -21.5 11th: -19.3 12th: -22.7	9th: -15.6 10th: -21.0 11th: -18.8 12th: -22.2

Identified Need(s):	<ul style="list-style-type: none"> ELPI data indicated that less than 50% of ELs increased on or more LPI Levels, concluding they are not releveling at a steady rate. EL students underperformed in both ELA and Math on the SBAC. There is a need to increase informational writing in all content areas. There is a need to encourage EL students on attending tutoring to increase their achievement.
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	<ul style="list-style-type: none"> Reclassified students, who typically score as well as English Only students, performed at Below Standard performance in Math. Our ELs needs support with concepts and procedures, with a significant decline in performance.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1aa. Provide tutoring to develop writing responses to a DBQ that will increase achievement. <ul style="list-style-type: none"> EL Supplemental Supplies (Visuals, diagrams, translators to a variety of languages) Certificated hourly Classified hourly 	<ul style="list-style-type: none"> Passing grades in core classes to demonstrate improvement. 	EL ELP Level 2-3 Students that are 9-12 in all core subjects	EL Site Monitor EL Department Chair Teachers	1500.00	
1ab. Provide professional development to improve instruction in core subjects and on unpacking ELD standards to create effective success criteria to improve writing. <ul style="list-style-type: none"> Professional development materials Travel, Conference, and Workshop related expenses Contracted Services Instructional materials 	<ul style="list-style-type: none"> Walkthrough evidence of strategies being used 	EL Students that are 9-12 in all core subjects	Administrator MP Specialist	500.00	
1ac. Provide support for parents to create support systems (academic, socio-emotional) for effective communication between the school and home. <ul style="list-style-type: none"> Classified hourly 	<ul style="list-style-type: none"> Parent Survey results 	EL Students that are level 1-4 in all content areas	Community Liaison Bilingual Aides	516.00	
Total Estimated Cost for This Goal:				2,516	

Planned Improvements in Student Performance

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

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their Productive Language by developing their writing skills to justify their opinion.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	47.8%	>= 50.8%

Identified Need(s):	<ul style="list-style-type: none"> • ELPAC data shows that less than 50% of EL students are increasing an ELPI level per year. This indicates that we need to add more successful opportunities for authentic writing responses to occur during core content classes for all EL levels. • English Learners continue need assistance with mathematical concepts. ELs declined in the Math SBA Summative Assessment, identifying an additional need for services in conceptual applications. • English Learners continue to need practice with academic language within the content area, as results in SBA ELA show a 36 point drop from the average distance from standard. This identifies a need in responding to prompts that will help develop writing (DBQ).
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1ba. Provide differentiated instruction for EL students to improve their writing <ul style="list-style-type: none"> • Instructional supplies 	<ul style="list-style-type: none"> • Passing grades in core classes to demonstrate 	EL Students with emphasis on ELPI level 3L and 3H	Teachers EL Site Monitor EL Department Chair	500.00	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
	<ul style="list-style-type: none"> improvement. Student Writing Samples (using common writing rubric - random selection) 				
1bb. Provide tutoring to targeted instruction to develop and reinforce BICS and CALP in core content areas <ul style="list-style-type: none"> Certificated hourly Classified hourly 	<ul style="list-style-type: none"> Students participation MAP growth (Fall, Winter, Spring) 	EL students with emphasis on ELPI levels 1 and 2	Teachers EL Site Monitor EL Department Chair Bilingual Aides	500.00	
Total Estimated Cost for This Goal:				1,000	

LEA/School GOAL 3: Students will have access to multiple ways of developing College and Career Readiness for Global Competencies and will demonstrate College and Career Readiness upon high school graduation

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2020-2021 DataQuest Graduation Rate (ALL) (4 Year Cohort)	95.0%	>=95.5%
2020-2021 DataQuest Graduation Rate (EL) (4 Year Cohort)	79.4%	>=79.9%
2019-2020 % of Students "Prepared" for College and Career (ALL)	68.2%	>=72.2%
2019-2020 % of Students "Prepared" for College and Career (EL)	41.3%	>=45.3%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	40%	>=44%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	57%	>=61%
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	61.2%	>=66.2%
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	32.0%	>=37.0%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	67.5%	>= 70.5%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	16.7%	>=19.7%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	30.1%	>= 33.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	3.8%	>=6.8%

Identified Need(s):	<ul style="list-style-type: none"> English Learners graduation rate is increasing, but remains below the All Student Graduation rate at 77.3% to 94.3%. There is an unequal rate between EL students and All students meeting requirements for College Readiness. This is also an evident gap between rates of ELs that meet a-g criteria to the All Group rate (14.3% to 54.1%). Although the AP pass rate for ELs is near the All Group rate, ELs need to expand enrollment to other AP course offering that include math (Calculus AP), science (Bio AP) and Social Science (Psych AP, Gov/Econ AP). 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.
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	<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.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
3a. Provide opportunities for parents and staff to support academic achievement through collaborative partnerships, capacity-building and shared decision-making. <ul style="list-style-type: none"> • Certificated hourly • Classified hourly • Contracted services and related materials • Printing costs and workshop materials 	<ul style="list-style-type: none"> • Sign-in sheets • Participant feedback 	All Parents	Community Liaison Teachers Counselors Administration Consultant	4,000.00	
3b. Provide EL parent workshops and conference opportunities to support their student's academic achievement. <ul style="list-style-type: none"> • Conference/travel costs • Certificated hourly • Classified hourly • Workshop fees and materials 	<ul style="list-style-type: none"> • Sign-in sheets • Participant feedback 	Parents of English Learners	Administration TOAs EL Department Chair EL Site Monitor	1,650.00	
3c. Increase College and Career Readiness. College Exam Prep Workshops - <ul style="list-style-type: none"> • Materials • Certificated Hourly Learning Experiences -	<ul style="list-style-type: none"> • Grades • MAP (Fall, Winter, Spring) 	All Students	Teachers AP Coordinator Administration		10,000.00

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Fieldtrips, entrance fees, transportation 					
Total Estimated Cost for This Goal:				5,650	10,000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1 New Action - Utilize technology to increase access and engagement to instruction.</p> <ul style="list-style-type: none"> • Software Licenses • TV Monitors, speakers, Document cameras, Student printing stations (Printers and paper) • computer drops, power cords 	All	100,000.00	Administrators Teachers
<p>1A. Support the "whole child" through multi-tiered academic, behavioral, and social-emotional services to increase achievement, connectedness, and participation in school activities/events.</p> <ul style="list-style-type: none"> • Instructional materials and organizational supplies • Awards, recognition & school spirit items • PBIS rewards • Social-emotional/behavioral learning materials • Counselor salary and benefits (CSSP) • Contracted services and related materials • Certificated hourly • Classified hourly • College tutors • Printing costs • Portable charging stations • Travel and conference related fees 	All	100,000.00	Administration ASB Director Teachers SkyHawk Cafe Coordinator Link Crew Staff SIT Coordinator Paraprofessionals College Tutors Counselors
<p>3C. Increase College and Career Readiness.</p> <p>College Exam Prep Workshops -</p> <ul style="list-style-type: none"> • Materials • Certificated Hourly <p>Learning Experiences -</p> <ul style="list-style-type: none"> • Fieldtrips, entrance fees, transportation 	All	10,000.00	AP Coordinator Counselors

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1B. Provide summer learning opportunities to increase achievement and participation in advanced coursework.</p> <ul style="list-style-type: none"> • Certificated Hourly • Classified Hourly • Instructional supplies 	<p>incoming 9th grade students At-Promise students</p>	<p>100,000</p>	<p>Teachers Counselors Paraprofessionals College Tutors</p>
<p>Goal 1 New Action - Therapy dog for socio-emotional support to students</p> <ul style="list-style-type: none"> • Certificated hourly • Supplies for pet 	<p>All</p>	<p>2,000.00</p>	<p>Pet Owner/Teacher Administration</p>
<p>Goal 3 New Action - Parent meetings with staff/teachers to support socio-emotional, economic hardships that may have occurred during virtual learning</p> <ul style="list-style-type: none"> • Certificated hourly 	<p>All</p>	<p>5,000.00</p>	<p>Teachers Counselors ASB Director Administration</p>
<p>Goal 3 New Action Community members and parents establishing strong relationships with students to promote achievement and school connectedness– printing costs, t-shirts, incentives</p> <ul style="list-style-type: none"> • 	<p>All</p>	<p>10,000.00</p>	<p>Link Crew Coordinator ASB Director Administration</p>
<p>Goal 1 New Action - Increase healthy habits through education opportunities and activities, such as physical challenges (Health Olympics)</p> <ul style="list-style-type: none"> • Certificated hourly • Classified hourly • Recognition items, certificates, awards • Printing costs and supplies • Instructional supplies 	<p>All</p>	<p>8,000.00</p>	<p>Teachers ASB Director Administration</p>

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	140,248
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	6,166
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	67,340
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		207,588
Total amount of state funds spent (SUPC)		67,340
Total amount of federal funds spent (Title I)		140,248
Total amount of state and federal funds spent		207,588
Balance		0

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
Jesse Cerda	Classroom Teacher	2 Years	May 2023	1
Chris Servello	Classroom Teacher	2 Years	May 2023	1
Steve Jennings	Classroom Teacher	2 Years	May 2023	1
Tamara Greene	Classroom Teacher	2 Years	May 2023	1
Silvana Guerrucci-Pierce	Other Staff Member	2 Years	May 2023	1
Kattya Alvarado	Parent/Community Member	2 Years	May 2022	1
Megan Ohm Gasper	Parent/Community Member	2 Years	May 2022	1
Steve Carrizales	Parent/Community Member	2 Years	May 2023	1
Jose Hernandez	Student Member	1 Year	May 2022	1
Daniela Teran	Student Member	1 Year	May 2022	1
Aiyanna Fox	Student Member	1 Year	May 2022	1

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 11-17-2020.

Attested:

Principal, Renee Castanon on 11-17-2020

SSC Chairperson, Jesse Cerda on 11-17-2020

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Summit High School

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 (Check those that apply):

English Learner Advisory Committee DocuSigned by: Suguet Lopez 5/13/2022
E1906C2E1D5645A
 Suguet Lopez Electronic Signature

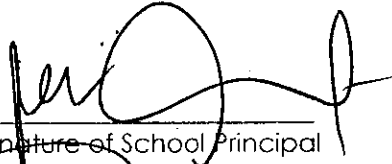
Other committees established by the school or district (specify) _____

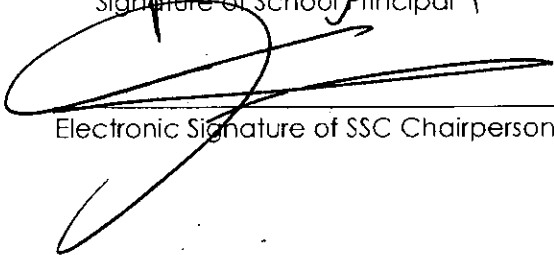
 Electronic Signature

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. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5/11/22.

Attested:

Renee Castanon
Typed name of School Principal


Signature of School Principal


Electronic Signature of SSC Chairperson

5/13/22
Date

Jesse Cerda
Typed name of SSC Chairperson

3/13/22
Date