

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Fontana A. B. Miller High 36 67710 3630555		SSC Approval Date: May 19 2021
School Address	6821 Oleander Avenue, Fontana, CA 92336		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Dr. Dustin Saxton	Phone # and Email	909-357-5800, dustin.saxton@fusd.net
Name of SSC Chairperson	Janet Flores	Phone # and Email	909-357-5800, FlorJC@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Vision

“Students excelling in Academics, Arts, and Athletics.”

Mission

“To provide a challenging standards-based curriculum in a safe, supportive environment that encourages creative expression and exploration of life options and that prepares students from all backgrounds to become productive and responsible members of society.”

SCHOOL AND COMMUNITY PROFILE

The City of Fontana lies at the base of the San Gabriel Mountains, in San Bernardino County. Fontana is one of the fastest growing areas in the Inland Empire. Our current population is about 201,914 (2014 data from City). We are on track to becoming the second most populous city in the county, next to San Bernardino. The city is surrounded by three major freeways, Interstate 10 in the south, the 210 freeway in the North, and Interstate 15 along the west boundary of the city. The availability of these freeways has brought an easier commute and economic growth to the city and its residents. Fontana’s centralized location has resulted in the construction of high-end housing developments, a golf course, a NASCAR sponsored race track, and shopping malls. The City of Fontana sits on 36 square miles of land and has a Metrolink railway system with services to the greater Los Angeles area. City officials have placed an emphasis on providing services to its increasing population. This emphasis has resulted in 39 park/recreation facilities in which residents can take part in classes and/or sports activities.

A.B. Miller serves a diverse population of 2,173 students that included 88.7% Hispanic/Latino, 5.3% African American, 3.3% White, 0.5% Other. 18.7% of our school population are English Language Learners, 14.7% are Student with Disability, and 97% are considered low socio-economic. Our academic programs serve all students and include: Advance Placement, college prep course, AVID, remediation, enrichment, dual enrollment with Chaffey College, and summer school.

SPSA HIGHLIGHTS (bullet points)

- Continued focus on increasing English Learner achievement and reclassification.
- Increased focus on supporting students social-emotional behavioral needs.

INCREASED OR IMPROVED SERVICES (bullet points)

- Provide targeted academic intervention time for students during the school day.
- Increase social-emotional student support

SCHOOL BACKGROUND

MOONSHOT

Build a VR pathway that works with all other pathways including CTE. In particular Video Production, CyberSecurity, and Aviation. This would be done in conjunction with FUSD's rollout of 1:1 devices for all high school students. The moonshot is to completely revamp AB Miller and convert it to Miller High Tech High School.

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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,173	97.0	18.7	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	407	18.7
Foster Youth	16	0.7
Homeless	11	0.5
Socioeconomically Disadvantaged	2,107	97.0
Students with Disabilities	319	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	116	5.3
American Indian	3	0.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	13	0.6
Filipino	28	1.3
Hispanic	1,927	88.7
Two or More Races	11	0.5
Pacific Islander	3	0.1
White	72	3.3

These data points indicate:

1. These data points indicate that 97% of the student population is SED and may not have access to critical resources necessary to be successful in school.
2. These data points indicate that almost 20% of the student population is English Learners and need support in the areas of reading, writing, listening, and speaking to be academically successful.
3. These data points indicate that 15% of the student population are student with disabilities and need academic support to access the general education curriculum.

School and Student Performance Data

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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



Yellow

Mathematics



Green

College/Career



Blue

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Yellow

These data points indicate:

1. These data points indicate that our suspension rate has declined overall, however, our suspension rate still shows in the yellow range.
2. These data points indicate that our ELA SBAC scores have overall maintained in the yellow range.
3. These data points indicate that our graduation rate is green and college and career indicator are blue. These are areas of strength.

School and Student Performance Data

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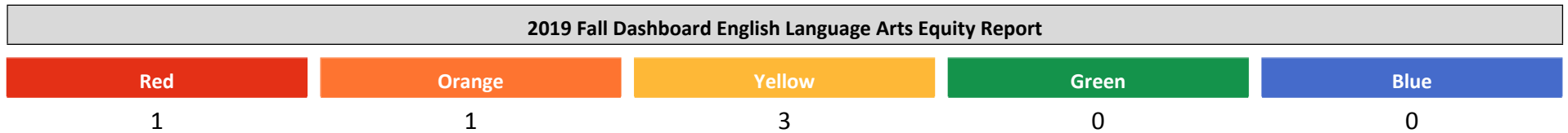
A review of the following data informs the comprehensive needs assessment.

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	English Learners	Foster Youth
 Yellow 20.3 points above standard Maintained -1.1 points 460	 Red 59.7 points below standard Declined -9.9 points 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 20.1 points above standard Maintained -1.1 points 399	 Orange 99.9 points below standard Increased Significantly ++23.2 points 59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>Yellow</p> <p>14.2 points below standard</p> <p>Increased ++11.5 points</p> <p>30</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Hispanic</p>  <p>Yellow</p> <p>23 points above standard</p> <p>Declined -4.3 points</p> <p>407</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>42.3 points below standard</p> <p>Declined Significantly -44.8 points</p> <p>12</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>87.8 points below standard</p> <p>Maintained ++1 points</p> <p>61</p>	<p>Reclassified English Learners</p> <p>3.6 points above standard</p> <p>Declined -5 points</p> <p>27</p>	<p>English Only</p> <p>12.3 points above standard</p> <p>Increased ++5 points</p> <p>178</p>

These data points indicate:

- These data points indicate that special education students had the largest growth in ELA SBAC scores.
- These data points indicate that white student group had the largest decline in ELA SBAC scores.

3. These data points indicate that English Learners declined almost 10 points on the ELA SBAC.

School and Student Performance Data

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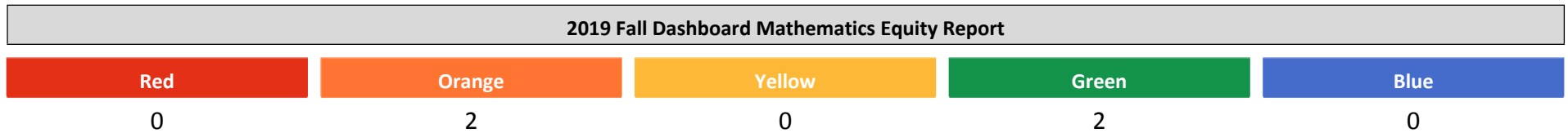
A review of the following data informs the comprehensive needs assessment.

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


Green

40.3 points below standard

Increased Significantly
++16 points
458


English Learners


Orange

115.5 points below standard

Increased ++12.8 points
88


Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4


Homeless


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3


Socioeconomically Disadvantaged


Green

38.9 points below standard

Increased Significantly
++18.6 points
397








Students with Disabilities


Orange

153.7 points below standard

Increased Significantly
++45.1 points
57

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 61.7 points below standard Increased Significantly ++51.4 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 40.2 points below standard Increased ++9.3 points 406	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 87.5 points below standard Declined -4.9 points 12	

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
148.3 points below standard Maintained ++2.5 points 61	41.4 points below standard Increased Significantly ++52 points 27	52.5 points below standard Increased Significantly ++21.1 points 176

These data points indicate:

1. These data points indicate that special education students had the largest growth in Math SBAC scores.
2. These data points indicate that the white student group had the largest decline in Math SBAC scores.

3. These data points indicate that English Learners increased more than 12 points on the Math SBAC.

School and Student Performance Data

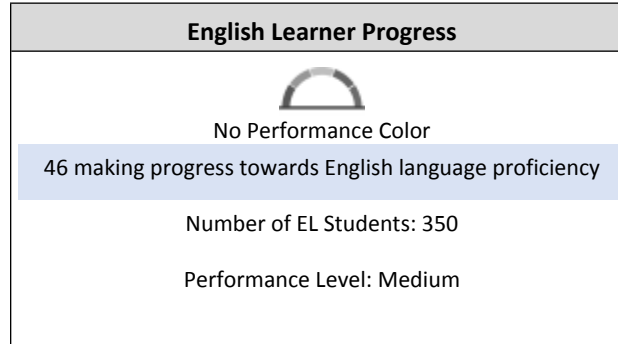
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A review of the following data informs the comprehensive needs assessment.

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
20.5	33.4	5.1	40.8

These data points indicate:

1. These data points indicate 1/5 of our students decrease one ELPI level.
2. These data points indicate that 5% of our students maintained their ELPI level of 4. This reveals that they didn't meet one or more reclassification criteria.

3. These data points indicate 33% of our EL students maintained a level 1, 2, or 3.

School and Student Performance Data

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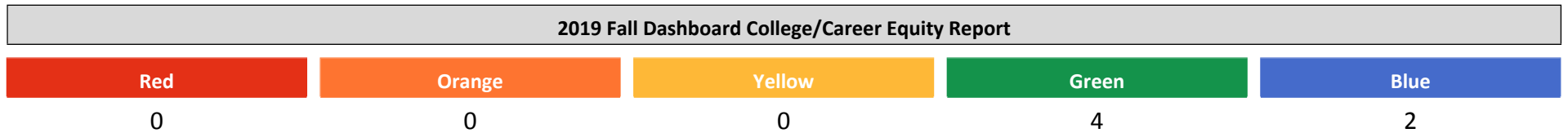
A review of the following data informs the comprehensive needs assessment.

Academic Performance College/Career

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

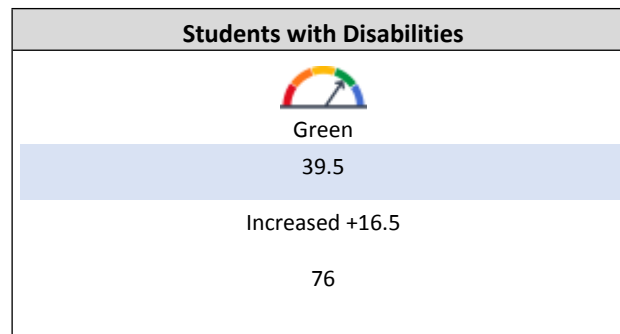
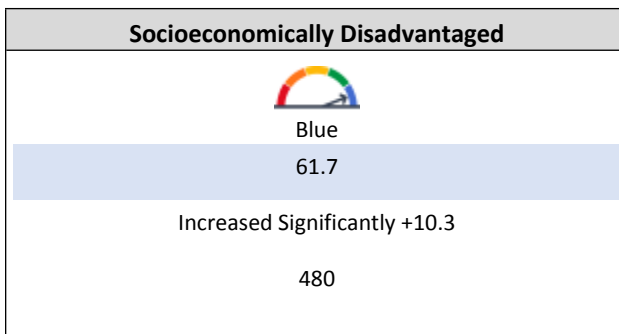
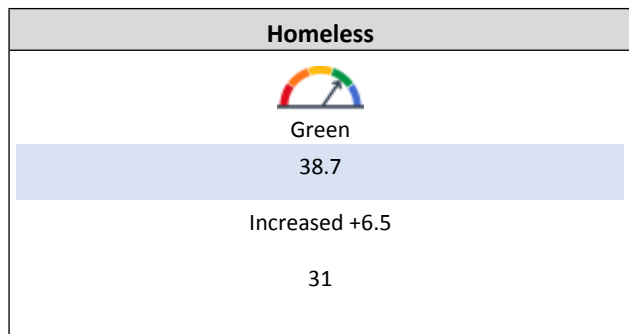
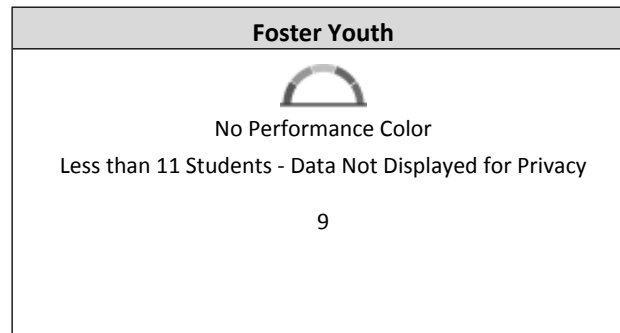
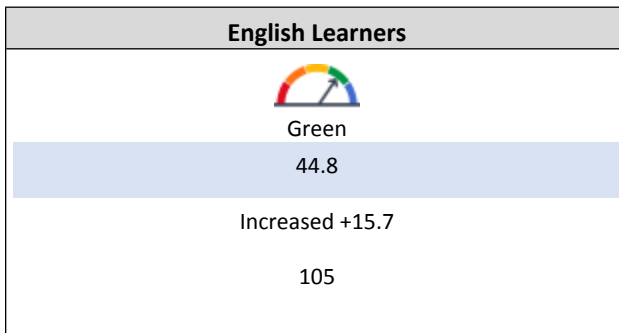
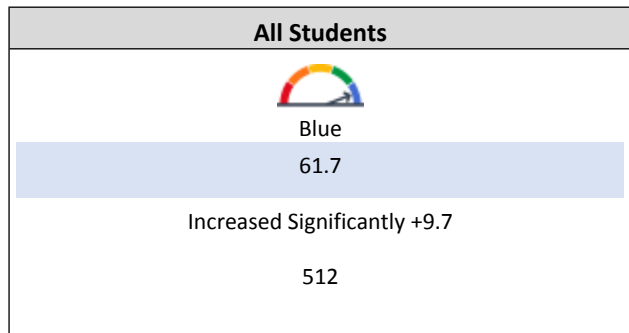


This section provides number of student groups in each color.











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</p> <p>35.3</p> <p>Increased +8.5</p> <p>34</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Hispanic</p>  <p>Blue</p> <p>63.9</p> <p>Increased Significantly +9.2</p> <p>443</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>White</p>  <p>No Performance Color</p> <p>68.4</p> <p>Increased Significantly +24.7</p> <p>19</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>51.9 Prepared</p> <p>21 Approaching Prepared</p> <p>27 Not Prepared</p>	<p>Class of 2018</p> <p>52 Prepared</p> <p>21 Approaching Prepared</p> <p>27 Not Prepared</p>	<p>Class of 2019</p> <p>61.7 Prepared</p> <p>16.4 Approaching Prepared</p> <p>21.9 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	505	30	3	4	8	445	--	14	1	85	500	69	6	20

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	60.80%	40.00%	*	*	*	62.00%	--	50.00%	*	31.80%	60.80%	15.90%	*	15.00%
Percentage Approaching Prepared	16.80%	33.30%	*	*	*	15.70%	--	28.60%	*	17.60%	17.00%	20.30%	*	20.00%
Percentage Not Prepared	22.40%	26.70%	*	*	*	22.20%	--	21.40%	*	50.60%	22.20%	63.80%	*	65.00%

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

These data points indicate:

1. The fall 2019 dashboard data points indicate that 61.7% of our seniors were classified as prepared. In 2020 the percent remained about the same at 60.8%.
2. The fall 2019 dashboard data points indicate 16.4% of our seniors were "approaching prepared." In 2020 the percent remained about the same at 16.8%
3. The fall 2019 data points indicate 21.9% of our seniors were "not prepared." In 2020 the percent remained about the same at 22.4%.

School and Student Performance Data

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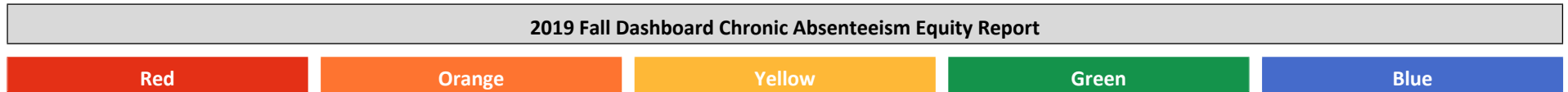
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

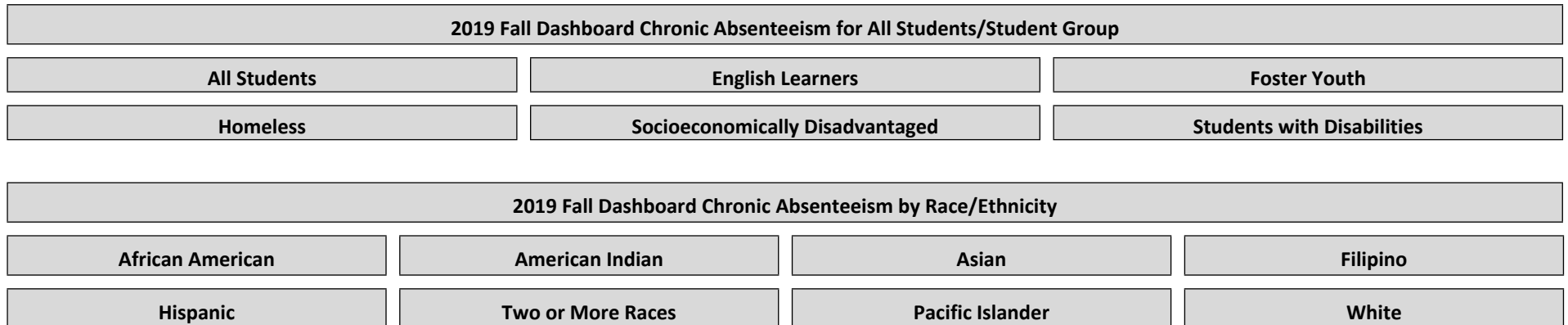
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.



These data points indicate:

- 1.

School and Student Performance Data

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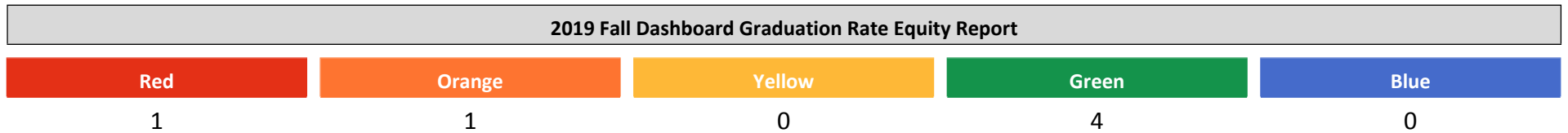
A review of the following data informs the comprehensive needs assessment.

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

All Students	English Learners	Foster Youth
 Green 91.4 Increased +3 522	 Green 84.1 Increased +5.5 107	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 81.3 Increased +2.5 32	 Green 91.4 Increased +2.1 487	 Red 64.6 Increased +5.4 79

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 76.5 Declined -11.3 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.3 Increased +3.1 453	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 89.5 Increased +14.5 19

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
88.3	91.4

2020 School Dashboard Additional Reports and Data

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	508	479	3	94.30%
English Learners	87	75	2	86.20%
Foster Youth	6	*	0	*
Homeless	21	15	1	71.40%

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Socioeconomically Disadvantaged	503	476	3	94.60%
Students with Disabilities	72	53	3	73.60%
African American	31	28	1	90.30%
American Indian or Alaska Native	3	*	0	*
Asian	4	*	0	*
Filipino	8	*	0	*
Hispanic	447	422	2	94.40%
Native Hawaiian or Pacific Islander				
White	14	13	0	92.90%
Two or More Races	1	*	0	*

These data points indicate:

1. These data points indicates the African American student population graduation rate increased by 14 points. This is significant growth from the previous year.
2. These data points indicate our students with disabilities graduation rate is 73.6%. This is an area of significant growth from the previous year.
3. These data points indicate the student group with the highest graduation rate is Hispanic at 94.4%. This is our largest group and it increased by approximately 2%.

School and Student Performance Data

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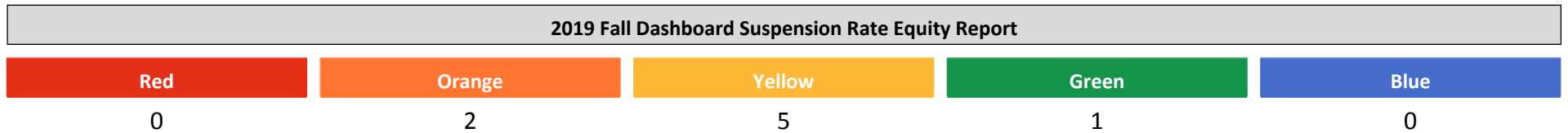
A review of the following data informs the comprehensive needs assessment.

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	English Learners	Foster Youth
 Yellow 7.4 Declined -1.5 2365	 Yellow 8.7 Declined Significantly -3.8 460	 Orange 16.7 Declined -3 42
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 5.7 Declined -5.6 35	 Yellow 7.7 Declined -1.2 2072	 Yellow 9.8 Declined Significantly -6.8 387

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 12 Declined Significantly -2.6 150	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -8.3 14	 No Performance Color 0 Declined -3.4 33
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 Declined -1.3 2058	 No Performance Color 12.5 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Orange 10.7 Declined -1.2 84

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.9	7.4

These data points indicate:

- These data points indicate that the overall student suspension rate was 7.4%. This reveals that roughly 140 students were suspended for a minimum of one day.
- These data points indicate the suspension rate was the highest in the foster youth student group. This reveals that these students were suspended at a disproportionate rate.
- These data points indicate that all student groups at AB Miller showed a decline in suspension rate with African Americans, Students with Disabilities, and English Learners declining significantly.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
Fall 2020 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -3.3 10th: -2.9 11th: -3.4 12th: -1.3
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -4.2 10th: -3.6 11th: -3.0 12th: 0.2
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

These data points indicate that our 9th, 10th, and 11th grade students are not performing at grade level. They will require more support in reading and math.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -17.8 10th: -18.2 11th: -17.4 12th: -17.0
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -15.5 10th: -15.7 11th: -17.9 12th: -16.9
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

These data points indicate that our 9th, 10th, 11th, and 12th grade students are not performing at grade level by higher levels than the schoolwide average.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 16.67%

Language Acquisition Data – English Learners (EL)	
	Level 3: 34.41% Level 2: 32.80% Level 1: 16.13%
2018-2019 ELPAC Listening Domain: % by Performance Level	6.45% - Well Developed 66.40% - Somewhat/Moderately Developed 27.15% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	72.04% - Well Developed 16.13% - Somewhat/Moderately Developed 11.83% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	8.33% - Well Developed 53.49% - Somewhat/Moderately Developed 38.17% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	4.57% - Well Developed 75.81% - Somewhat/Moderately Developed 19.62% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The majority of our EL students are levels 2 or 3. These students need significant support with reading, listening, and writing.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	6%
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Survey response rate was extremely low this year, possibly due to lack of students being on campus.

College and Career Readiness	
School Metrics/Indicators	Current Outcomes
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	56%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	78%
2019-2020 DataQuest A-G Completion Rate (ALL)	50.0%
2019-2020 DataQuest A-G Completion Rate (EL)	26.0%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	60.9%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	7.6%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	42.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	4.6%
Site Specific Measures:	

These data points indicate:

These data points indicate that our AP Pass rate was higher for English Learners than all students overall. This is due to English Learners performing well on the AP Spanish exam, however, on the Smarter Balanced ELA English Learners are not performing as well. This reveals that English Learners continue to need support to achieve English Language proficiency.

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

Behavior

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 in every core discipline through the use of targeted strategies which include: visuals, academic vocabulary, realia, and scaffolding content. Less than half of our English Learners increased an ELPI level for overall ELPAC testing results, and the domain areas of need are greatest in listening and speaking. Our English Learner graduation rate increased by 5 points, however, we are still 20% from reaching 100% English Learner graduation rate. Our English Learners declined almost 10 points on the ELA SBAC which places AB Miller in the red category or lowest performing and 60 points below standard. For math, this student group increased almost 13 points, but they are still almost 116 points below standard. Based on state assessments, grades and classroom walkthroughs, there is a need to increase the effectiveness of our Integrated ELD program.

Bilingual aides provide additional language support in math, science, and history classes. These classes have an assigned English Language aide to support student instruction. We have offered trainings in best instructional practices for English Learners to teachers of all classes. The teacher and the EL aide have worked collaboratively over time to create a more supportive ELD classroom environment. Based on student grades, state assessments, and walkthrough data, our EL students are still not meeting standards or earning passing grades in these courses. Therefore, there is still a need to increase the effectiveness of our ELD program.

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 implemented effectively based on ELPAC scores (initial to summative). Students identified as novice or EL are assigned to ELD classes. Graduation rates and college readiness percent for EL are lower than the overall school-wide data. RFEP students are performing above the overall ELA norm. ELD teachers use the adopted curriculum that aligns with ELD standards and supports the ELA coursework. ELPAC scores indicate the need to pay more attention to supporting the development of reading and listening skills. There is an identified need to provide structured academic language development for LTELs.

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.

AB Miller needs to provide greater access by increasing the number of offered ALD classes to support LTELs. AB Miller also needs to provide more opportunities for language scaffolding for English Learners in all subject areas during the school day. We need to provide professional development to teachers in the areas of best instructional practices and strategies for English Learners. We need to review ELPAC data and the structure of the ELPAC exam with our staff to help them better inform classroom instruction. There is also a need to support English Learners in their listening skills to help them be more

academically successful on the ELPAC and in the classroom. We would also like to increase the number of classrooms that provide designated ELD support to differentiate between the levels of English Learners and target instruction based on student levels. We would like to have one to one tutors in the classrooms during the school day to help the students designated as emerging, expanding, and bridging.

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>	<p>The results from the 2021 Panorama survey showed that: 18% of students found the learning opportunities at AB Miller favorable 52% of students and 48% of parents found the school climate favorable. 70% of students and 59% of parents found the school safety favorable. 8% of parents found the family engagement favorable.</p> <p>Additionally, AB Miller staff participated in a PBIS climate survey. This survey revealed that: 50% of teachers feel that expected student behaviors are taught directly. 47% of teachers feel that a team exists for behavior support planning and problem solving. 31% of teachers feel that rewards exist for meeting expected student behaviors in non-classroom settings.</p> <p>AB Miller has made gains in parent and student perception regarding the safety and school climate. We need to focus on creating learning opportunities for students who feel that we are not doing so. We are also very low in the family engagement category and need to find more ways to reach out to our parent stakeholders.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>Due to all classes transitioning to online only, classroom observations were conducted virtually. AB Miller admin had access to all classes via TEAMS and routinely watched instruction via their laptops. The school administration visited virtual classes informally on a weekly basis. During these informal visits it was noted: Teachers need to vary their instruction to include multiple delivery methods. Students often need immediate feedback and remediation. Teachers need assistance with EL strategies as well as SPED strategies.</p> <p>This indicates a need to focus on the following for the 21-22 school year: School wide focus on distributing college tutors during the school day to help with immediate feedback and remediation.</p>

Analysis of Qualitative Data

School wide focus on EL and SPED strategies especially in the area of listening and speaking.
School wide focus on multiple teaching strategies that go beyond traditional lecture.

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)

AB Miller High School follows the district assessment calendar which includes timelines to provide all state and district assessments. Those assessments are analyzed via Professional Learning Communities (PLCs) to identify next steps needed to support increasing student achievement. Based on our MAPS (Measures of Academic Progress) Reading and Math scores, there is a need for remediation for students with disabilities, English Learners, and our Homeless student group. There are needs for other students group, but these student groups showed the most need. Looking at SBAC (Smarter Balanced Assessment Consortium) data, the same student groups are in need of remediation in English and Math. Our EL student group declined 9.9 points on the ELA SBAC in part because students are not reading at grade level. Our Students with Disabilities student group increased significantly on the ELA SBAC, but are still almost 100 points below the standard due in part because these students are not reading on grade level. The Advanced Placement (AP) pass rate last year was 43% with student taking 653 exams. Our ELA (English Language Arts) and Math PLCs (Professional Learning Communities) analyze SBAC data to guide instructional practices, pacing, and common formative assessments. Findings for students to provide extra support for aligned with the same student groups: students with disabilities, English Learners, and our Homeless student group.

Use of state and local EL academic performance and language development data to determine EL student and program needs.

AB Miller High School uses the ELPAC data, specifically ELPI levels, to modify instruction to improve student achievement. The administration and EL Site Monitor review and disaggregate data to determine student and site needs. Fourteen students were reclassified last year based on ELPAC data, MAP scores, SBAC data, PSAT, and SAT. AB Miller utilized the PLC process to analyze common formative assessments, state testing, and IBAs to inform instruction and determine what needs to be retaught.

Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the

AB Miller High School Administration, Site Leadership Team, and School Site Council reviews budget and SPSA (Single Plan for Student Achievement) goals every month. In the Spring, the stakeholders provide input for budgeting. In the Fall, ELAC (English Learners Advisory Committee), SSC, site leadership, and the school administration team meet to discuss the programs and services to be addressed in the SPSA. In October, beginning of the year assessment data is reviewed and drafts are written and

Standards, Assessment, and Accountability

needs of low-achieving students and those at risk of not meeting state academic content standards.	shared. Amendments are made based on stakeholder input before a final draft is accepted and voted upon. In January, programs and services are revisited for program evaluation and input is gathered from stakeholders for potential budget moves and action addendums. If adjustments are made, drafts are written and shared, and the approval of the changes are presented of a vote typically in February. Based on ELPAC data, students are placed in ELD. Students that score in level 1 or 2 on the ELPAC or are new to country are placed in designated ELD courses. Students that score in levels 2-4, are placed in general education classes where teachers utilize integrated ELD strategies.
Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.	AB Miller High School Administration, Site Leadership Team, and ELAC (English Learner Advisory Council) reviews budget and goals regularly. In the Spring, the stakeholders provide input for budgeting. In the Fall, ELAC, SSC, site leadership, and administration team meet to discuss the programs and services to be addressed in the SPSA. In October, beginning of the year EL assessment data is reviewed and drafts are written and shared. Amendments are based on stakeholder input before a final draft is accepted and voted upon. In January, the EL programs and services are revisited for program evaluation and input gathered from stakeholders for potential budget moves and action addendums. If adjustments are made, drafts are written and shared, and the approval of the changes are presented to a vote typically if February. ELAC meets regularly to review the progress of the EL goals and their affect on at-risk and low-achieving students. The person(s) responsible for each EL goal regularly gives a report to the ELAC detailing the data and progress toward goal achievement. This includes AB Miller EL Site Monitor, AB Miller Assistant Principal in charge of EL, and the Designated EL Support Teachers. Overall, we reclassified 14 English Learners last year. Since we have 400 English Learners, we would like for the number of students reclassified to increase. Our ELPAC scores show a need for students to score higher, especially in reading and writing so our focus in the upcoming year is to focus on these two areas schoolwide.

Identified Needs based on Findings:

- Increase student reading levels to grade level reading levels in ELA
- Increased rate of EL reclassification
- Increase support and remediation for English Learners and Students with Disabilities student groups to increase reading levels in order to improve SBAC ELA scores
- Increase support and remediation in building writing and listening skills for English Learners in order to increase ELPAC scores
- Increase remediation and support for English Learners in the areas of listening and writing for the purpose of increasing ELPAC scores and reclassifying students

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	The AB Miller administration meets with MDSS (Michelle Douglas School Solutions) at the beginning of each school year to discuss the professional development progress of PLCs from the previous year and set goals for the next year. Typically, MDSS consultants meet with PLCs in ELA, Math, Science, and Social Studies to help teachers improve instruction and incorporate best instructional practices. AB Miller has utilized MDSS over the last 10 years and have seen growth in SBAC scores over that time. Teacher report they enjoy having the consultants work with them throughout the year and find the professional development meaningful and purposeful. The admin team participates in the MDSS professional development and monitors classroom implementation throughout the year. At the end of the school year, the admin team and MDSS consultants elicit feedback from teachers regarding the professional development to discuss progress and choose professional development topics for the following school year.
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Staffing and Professional Development

<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>AB Miller has three TOAs assigned to our campus by the district. The TOAs coach teachers and perform student intervention to our lowest student performers in math and ELA. These TOAs also run data and offer instructional strategies to math and ELA teachers. Our teachers have also had MDSS (Michelle Douglas School Solutions) provide ongoing instructional assistance for nine nonconsecutive years.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Teacher collaboration time is available through the implementation of our current school calendar. Our teachers are provided with three non-student days at the beginning of the year and had a voluntary opportunity to receive additional pay for up to five days for other professional development trainings. Every Wednesday, teachers can meet with their PLCs after admin directed time. Admin directed time is comprised of professional development, required district safety compliance trainings, department meetings, and PLC meetings. Most PLCs have a common preparation period and if teachers choose to meet, this time is available for extended collaboration and support. The district and site offer additional trainings throughout the year in which teachers can participate and be compensated for it. There are four grade level PLCs in ELA and three PLCs each in math, history, and science. Electives meet as full departments for PLCs. The ELA PLCs also meet to vertically align content.</p>

<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Use of technology for intervention purposes in the classroom • Best practices of online instructional strategies • Increase vertical alignment throughout all PLCs • More targeted instruction for students (individual not whole group) 	
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Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>District approved pacing guides and content outlines assist to map the trajectory of content throughout the year. These helper documents align the standards to the currently adopted curriculum and provide suggestions on enhancements, supplemental materials, assessments, and other district initiatives to weave into the instructional delivery of the content. Within the PLCs, teachers discuss progress, interventions needed, and common formative assessment data to drive instruction for learning.</p> <p>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: SpringBoard for English, HMH- Integrated California and Discovery Math Techbook for Math, Pearson- Biology/Glencoe- Chemistry/Holt, Rinehart & Winston- Earth Science, and McGraw - Hill for Social Science.</p> <p>There has not been a science textbook adoption in over ten years and the science standards have changed to Next Generation Science Standards (NGSS). Therefore, the science textbooks standards no longer align with the updated NGSS standards.</p>
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Teaching and Learning

	<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, Math 180 and C-STEM). The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>AB Miller High school is provided with all standards-based curriculum that is adopted by our district. Every piece of curriculum must follow a process towards being adopted which entails our district curriculum committee to oversee the recommendation process that entails extensive piloting and comparison with other possible adoptions that leads to or Board of Education having the final word of approval on all core subjects. Our supplemental materials follow a less rigorous process which requires site approval from principal, in both cases, appropriateness for student groups is always a factor to be considered.</p> <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, System 44, Math 180, and C-STEM) 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>

Identified Needs based on Findings:

- New science textbooks that align to the NGSS standards
- Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.
- 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

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>AB Miller has 35 sections of co-taught classes in ELA and math. We have one full time ELD teacher and one SEI teacher. Students that are "new to country" English Learners are placed in Designated ELD classes with our ELD teacher. English Learners that score a 1 or 2 on the ELPAC can be placed in Designated ELD classes as well. Students that score an overall 2 or better are placed in regular classes and receive Integrated ELD support in general education classes. There are paraprofessionals in all separate setting classes with special education students. All new teachers participate in an induction program. We offer summer school, credit recover classes, grade recovery classes, Math and Reading Intervention Classes, Mental Health Services - Tier 1. We use a Student Intervention Team to assist in identifying students that may qualify for special education.</p>
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Opportunity and Equal Educational Access

<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Our EL student group scored lower in achievement and the root cause may be the lack of EL strategies (SDAIE) across the disciplines. ELD strategies are being taught in the designated ELD classes but ELD strategies are seen inconsistently in our general education classes based on walkthrough data and observations. Our students with disabilities student group improved in achievement on the SBAC, but are still almost 100 points below the standard. The root cause could be lack of co-teaching classes in subjects other than ELA and math. Our students with disabilities student group improved in their Math SBAC scores due to increased co-teaching classes and teacher collaboration. The students with disabilities student group also increased significantly in ELA SBAC scores. This was also due to increased co-teaching English classes and teacher collaboration.</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>Based upon our recent FPM (Federal Program Monitoring) audit, our English Learners are a considerable area of need. Our chronic absenteeism data report, homeless, and foster youth are our most disengaged and absent student group.</p>

- Identified Needs based on Findings:**
- More co-taught classes in subjects other than ELA and math
 - School wide EL strategies
 - Continued support through college tutors

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>Parents are provided resources about tutoring schedules, social-emotional support with outside agencies, district sponsored parenting classes, parent meetings to discuss how to support their child's educational needs, parent-counselor meetings, and SOAR classes. Parents can participate in advisory committees such as School Site Council (SSC), English Learner Advisory Council (ELAC), District English Learner Advisory Committee (DELAC), Local Control Accountability Plan (LCAP), and other committees offered in the district. According to the parent/family survey, over 70% of students responded favorably to more than 70% of the questions on the survey. One area of need shown from the survey is that more than 71% of parents are either concerned or don't know about student substance use.</p>
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- Identified Needs based on Findings:**
- Programs that would increase parental involvement and attendance at school trainings.
 - An efficient way of dispersing information to parents
 - Programs to educate parents about the dangers of vaping and other drugs.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	District General and SupC Funds provide support for underperforming students in order to meet common core state standards. RSP teachers provided support for students with disabilities, bilingual aides provided support for English Learners, and an ELA intervention teacher and math intervention teacher provided support for underperforming students. These funds also support our AVID program, awards and incentives, additional hourly pay to teachers and college tutors for student tutoring, professional development trainings and implementation of PLCs, technology, and curriculum. College tutors were used to help underperforming and AVID students.
Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)	Title I funds are used to support all students and socioeconomically disadvantaged, homeless, and foster student groups. Math software was provided to students in these groups to increase skills in Integrated Math I.

Identified Needs based on Findings:

- Services for English Learners including additional EL site monitor stipends to monitor EL student progress and reclassification
- Curricular and school climate Social Emotional Learning (SEL) supports for all students
- Professional development with school wide focuses
- Intervention support to ensure academic growth of all learners
- Increase parent engagement, involvement, and confidence in assisting in their children's academic growth and wellness

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.	<p>In March SSC conducted progress monitoring on the SPSA actions and services. The majority of actions and services were only partially implemented due to extended distance learning.</p> <p>In April SSC with input from ELAC, determined which actions to continue, modify, or discontinue based on progress monitoring and developed SPSA actions and services based on the anticipated needs of students. ELAC recommended targeted tutoring during the school day for EL students, adding a language development class for all students new to the US in need of English language development, and hire more EL aides for the classrooms. SSC recommended hiring a full time counselor to address the social-emotional needs of students as well as expanding the use of college tutors within the school day.</p> <p>In May, SSC approved the 2021-22 SPSA.</p>
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Identified Needs based on Findings:

Maintain the virtual platform in order to allow all members to fully participate.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on a site team review of resource inequities, we found areas of concern in our English Learner and Students With Disabilities support programs. There are not enough bilingual aides to provide support to our EL population and we need additional funding to pay for additional staff members to create and maintain a successful EL program. We also have a large student with disabilities population and are in need of more special education teachers to lower caseloads. Many teachers are co-teaching for the majority of the day with one or no study skills class. These teachers need more time to provide support to the students on their caseload, check in with parents, and follow up with their students' other teachers. Our co-teachers need time to collaborate with the general education teacher to ensure best instructional practices are in place to support our SWD population. The co-teaching model has demonstrated success in increasing SBAC scores for our SWD population.

SWP Requirements

<p>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:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Provide professional development for teachers to use best practices to increase student achievement through district and site professional development. Instruction is scaffolded and delivered in a blended learning model to provide differentiated, small group instruction. PLCs will meet to develop common lessons and assessments, analyze data, determine best practices in order to help students meet the state academic standards. Provide small group learning opportunities for students during the school day to help increase student achievement..</p>	<p>Professional Development: Quarterly August-May PLCs: Weekly August-May College Tutors: Daily August-May</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Expand the role of college tutors to tutor during the school day in non- AVID classes.</p>	<p>College Tutors: Daily August-May</p>
<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>	<p>Offer social-emotional learning supports to all students, particularly those for whom social-emotional/behavioral challenges are impeding academic achievement.</p>	<p>Comprehensive Student Support Provider (CSSP): Daily August-May</p>

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)	20.3	>= 28.3
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-40.3	>= -30.3
Fall 2020 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -3.3 10th: -2.9 11th: -3.4 12th: -1.3	9th: >= -2.8 10th: >= -2.4 11th: >= -2.9 12th: >= -0.8
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -4.2 10th: -3.6 11th: -3.0 12th: 0.2	9th: >= -3.7 10th: >= -3.1 11th: >= -2.5 12th: >= 0.2
2020-2021 Household Participation Rate on Parent/Family Climate Survey	6%	>= 25%

Identified Need(s):	<p>SBAC data indicates a need to improve reading and writing across the curriculum.</p> <p>SBAC data indicates a need to improve computation skills in math classes.</p> <p>Based on input from ELAC and SSC, parents need more access to information regarding navigating the educational system to support their students' success. Parents also indicated the need to continue the virtual meeting platform so more parents can participate in the meetings.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1A. Deliver small group differentiation to improve students' writing abilities, computation skills and math achievement, and reading fluency.	Student Grades Teacher feedback Tutoring Request Forms (TRF)	All Students	College Tutors Teachers	40,000	32,000

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> College Tutors 					
<p>1B. Provide social-emotional and behavioral counseling supports to remove barriers impeding academic achievement.</p> <ul style="list-style-type: none"> Counselor salary/benefits or hourly 	Participating Student Grades Student Surveys	All Students particularly those who in need of social-emotional behavior supports.	Counselor	125,000	
<p>1C. Provide Parent Engagement workshops to increase parent understanding of successfully navigating the educational system and supporting their child's academic achievement.</p> <ul style="list-style-type: none"> Teacher Hourly Classified Hourly Consultant Services and Related Materials 	Parent Survey	All Students	School Outreach Liaison Community Aide	8,000	
<p>1D. Facilitate increased and meaningful communication between the school and its stakeholders.</p> <ul style="list-style-type: none"> Software (Thought Exchange) 	Software Data Analytics	All Students	Site Principal		30,000
Total Estimated Cost for This Goal:				173,000	62,000

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 ELA and math.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-59.7	>= -44.7
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-115.5	>= -100.5
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -17.8 10th: -18.2 11th: -17.4 12th: -17.0	9th: >= -17.3 10th: >= -17.7 11th: >= -16.9 12th: >= -16.5
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -15.5 10th: -15.7 11th: -17.9 12th: -16.9	9th: >= -15.0 10th: >= -15.2 11th: >= -17.4 12th: >= -16.4

Identified Need(s):	Smarter Balanced and MAPS assessments show that our ELs need to develop skills in ELA and Math in order to increase scores. ELPAC assessments show that our ELs need more support in ELA in order to increase ELPI levels.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1a1 Provide teachers professional development to disaggregate data for the purpose of identifying English Learner needs. Teachers also need to understand the ELPAC domains and the rigor of the ELPAC.</p> <p>Provide teachers with professional development to learn about ELPAC testing, ELPI levels, and how to identify EL student needs.</p>	Classroom Observations	EL Students	EL TOA EL Site Monitor Designated EL Teachers Bilingual Aides	0	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Supplemental Materials/Printing 					
<p>1a2 Provide English Learners one to one instruction during and after school for the purpose of increasing achievement in math, reading, and writing.</p> <ul style="list-style-type: none"> College Tutors Classified Hourly 	English and Math Grades Classroom observation	EL Students	EL Site Monitor Designated EL Teacher College Tutors Bilingual Aides	50,000	
Total Estimated Cost for This Goal:				50,000	

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 speaking and listening skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	46.0%	>= 49.0%

Identified Need(s):	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.</p> <p>Based on ELPAC scores and ELPI levels, students need to improve speaking and listening skills.</p> <p>Based on ELA and ELPAC scores, EL students need opportunities inside the classroom to receive one to one instruction on how to improve their individual writing skills based on their present levels.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1b1 Provide teachers professional development in speaking and listening to help teachers improve instruction and awareness of ELD strategies. <ul style="list-style-type: none"> • Planning time - Substitutes - Teacher Additional Hourly • Supplemental Materials/Printing 	Grades Teacher Surveys	EL Students	Assistant Principal English Language Teacher On Assignment English Language Site Monitor Designated English Language Teacher	15,201	5,643
Total Estimated Cost for This Goal:				15,201	5,643

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
2019-2020 DataQuest Graduation Rate (ALL)	94.3%	>=94.8%
2019-2020 DataQuest Graduation Rate (EL)	85.9%	>=86.4%
2019-2020 % of Students "Prepared" for College and Career (ALL)	60.8%	>=64.8%
2019-2020 % of Students "Prepared" for College and Career (EL)	31.8%	>=35.8%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	56%	>=60%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	78%	>=82%
2019-2020 DataQuest A-G Completion Rate (ALL)	50.0%	>=55.0%
2019-2020 DataQuest A-G Completion Rate (EL)	26.0%	>=31.0%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	60.9%	>= 63.9%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	7.6%	>=10.6%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	42.1%	>= 45.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	4.6%	>=7.6%

Identified Need(s):	Based on the College and Career Indicators shown above: *Increase graduation rate of special education students.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
3A. Provide parents opportunities to attend workshops and learn about how students can	Parent Surveys	All Students	School Counselors	8,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>meet the College and Career indicator for the purpose of increasing college and career readiness schoolwide.</p> <ul style="list-style-type: none"> Teacher Additional Hourly 	College and Career Indicator		School Outreach Liaison		
<p>3B Increase college and career readiness by facilitating the college/career technical application process.</p> <ul style="list-style-type: none"> Teacher Additional Hourly Application Fees 	<p>Number of participating students</p> <p>Percent of college/career technical admissions</p>	<p>Seniors</p> <ul style="list-style-type: none"> Particularly student groups who comprise less than 10% of the student population. 	<p>School Counselors</p> <p>Site Curriculum and Instruction Assistant</p> <p>Principal</p>		15,000
Total Estimated Cost for This Goal:				8,000	15,000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1E New Action</p> <p>Increase targeted instructional services for English learners to support academic and linguistic achievement.</p> <ul style="list-style-type: none"> • Tutor Monitor (Bilingual) • Classified Additional Hourly 	<p>English Learners</p>	<p>50,000</p>	<p>EL Site Monitor EL TOA</p>
<p>1B Provide social-emotional and behavioral counseling supports to remove barriers impeding academic achievement.</p> <ul style="list-style-type: none"> • Counselor salary/benefits or hourly 	<p>All Students particularly those who in need of social-emotional behavior supports.</p>	<p>125,000</p>	<p>Counselor</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.	\$138,086
X	Title I, Part A: Carryover	\$108,115
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).	\$6,163
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)	\$82,643
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		328,844
Total amount of state funds spent (SUPC)		82,643
Total amount of federal funds spent (Title I)		246,201
Total amount of state and federal funds spent		328,844
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
Dustin Saxton	Principal	Not-Applicable	Not-Applicable	1
Deserie Aguayo Aviles	Classroom Teacher	2 Years	May 2021	1
Janet Flores	Classroom Teacher	2 Years	May 2021	1
Michael Gaylord	Classroom Teacher	2 Years	May 2022	1
Angelica Parra	Classroom Teacher	2 Years	May 2022	1
Tessa Hernandez	Other Staff Member (Specify): Clerk	2 Years	May 2022	1
Lizeth Velasco Martinez	Student Member	1 Year	May 2021	1
Isaias Corona	Student Member	1 Year	May 2021	1
Angelina Vega	Student Member	1 Year	May 2021	1
Alma Bencomo	Parent/Community Member	2 Years	May 2022	1
Gabby Avilez-Lloyd	Parent/Community Member	2 Years	May 2021	1
Dr. Terry McCaffrey	Parent/Community Member	2 Years	May 2022	1

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

Name of School: AB Miller HS

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

Rosa Ornelas

Digitally signed by Rosa Ornelas
Date: 2021.05.20 15:43:05 -07'00'

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: May 19, 2021.

Attested:

Dr. Dustin Saxton

Typed name of School Principal

Signature of School Principal

19 May 21

Date

Janet Flores

Typed name of SSC Chairperson

Electronic Signature of SSC Chairperson

May 19, 21

Date