

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Jurupa Hills High School 36 67710 0120758		SSC Approval Date: 5/18/2021
School Address	10700 Oleander Avenue, Fontana, CA 92337		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Caroline Labonte	Phone # and Email	909-357-6300, Caroline.Labonte@fusd.net
Name of SSC Chairperson	Ledina Cenicerros	Phone # and Email	909-357-6300, cenilm@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Vision – Meet the demands of an ever-changing world by developing principled, knowledgeable, and empathic global citizens.

Mission – To create confident and capable individuals through meaningful learning experiences who are capable of critical-thinking, problem solving, and achieving at levels high enough to instill an overwhelming sense of pride in themselves and their community.

SCHOOL AND COMMUNITY PROFILE

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

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

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

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

SCHOOL BACKGROUND

	Silver (2018) and Gold (2019) Award, and a U.S. News and World Report Bronze Medal (2015, 2017, 2018), U.S. News and World Report Silver Medal (2019), Awarded state wide honor for the second time in FAFSA completion rate.
SPSA HIGHLIGHTS (bullet points)	Math tutoring data proved successful IXL data demonstrated continued growth Seal of Biliteracy rate increased significantly from previous years A-G completion rates improved CCI rates increased significantly
INCREASED OR IMPROVED SERVICES (bullet points)	Increase Extended Learning Opportunities Increase Math and Reading Interventions Increase enrollment in IB courses Increase the number of students taking AP exams Continue to improve PBIS practices Increase parent involvement Improve EL and SPED pass rate and A - G compliance
MOONSHOT	Strengthen the Theatre/Communications Pathway with partnerships and internships for our students.

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
1,946	78.6	18.9	0.6
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	368	18.9
Foster Youth	12	0.6
Homeless	67	3.4
Socioeconomically Disadvantaged	1,529	78.6
Students with Disabilities	244	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	93	4.8
American Indian	4	0.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	32	1.6
Filipino	19	1.0
Hispanic	1,713	88.0
Two or More Races	14	0.7
Pacific Islander	7	0.4
White	64	3.3

These data points indicate:

1. Majority Hispanic population
2. Majority socioeconomically disadvantaged
3. Slightly over 30% of students are English Learners and/or students with disabilities

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



Blue

Conditions & Climate

Suspension Rate



Yellow

These data points indicate:

1. The suspension rate is yellow which has declined as other means of correction and PBIS has shown improvement in student behavior.
2. These data points indicate that the graduation rate and College/Career Readiness Indicators are both blue which reveals they have increased from the 2018/2019 school year.
3. Math is shown in the green which demonstrates a positive growth that indicates students are progressing in mathematics.

School and Student Performance Data

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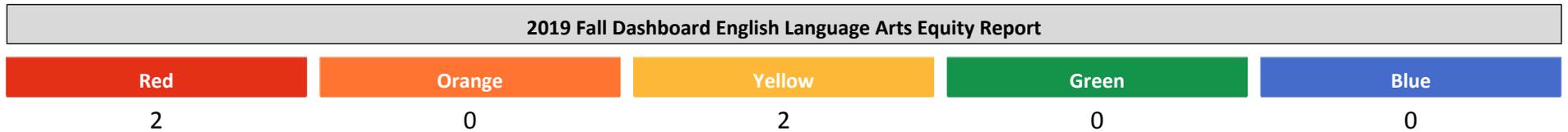
A review of the following data informs the comprehensive needs assessment.

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 6.8 points above standard Declined -3.8 points 448	 Red 72.6 points below standard Declined -14.9 points 97	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 2.3 points above standard Maintained -0.2 points 371	 Red 103.1 points below standard Declined -7.8 points 58

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 35.5 points below standard</p> <p>Maintained ++1.6 points</p> <p>12</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Hispanic</p>  <p>Yellow 4.4 points above standard</p> <p>Declined -5.3 points</p> <p>402</p>	<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>White</p>  <p>No Performance Color 27.7 points above standard</p> <p>Declined Significantly -18.4 points</p> <p>17</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>99 points below standard</p> <p>Declined -4.7 points</p> <p>61</p>	<p>Reclassified English Learners</p> <p>27.9 points below standard</p> <p>Declined Significantly -19.1 points</p> <p>36</p>	<p>English Only</p> <p>13.6 points above standard</p> <p>Increased ++4.9 points</p> <p>162</p>

These data points indicate:

1. Students with disabilities are in the red which indicates they have declined in ELA performance.
2. Although African American students are below standard and do not show a color indicator, they have maintained their level of performance.

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3. Both All Students and Hispanic students are in the yellow. However, Hispanic students have declined slightly more than All Students.

School and Student Performance Data

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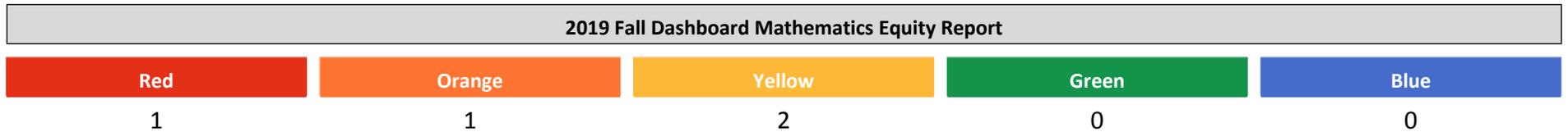
A review of the following data informs the comprehensive needs assessment.

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	English Learners	Foster Youth
 Green 59.4 points below standard Increased ++6.7 points 448	 Red 131.9 points below standard Declined -10.2 points 97	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 66.5 points below standard Increased ++8.5 points 371	 Orange 155 points below standard Increased Significantly ++17.5 points 58

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 37.2 points below standard Increased Significantly ++75 points 12	 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 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 63.4 points below standard Increased ++5.2 points 402	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 38.5 points below standard Declined Significantly -24.8 points 17

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
152.6 points below standard Declined -4.6 points 61	96.8 points below standard Declined -9.8 points 36	55.8 points below standard Increased Significantly ++20.8 points 162

These data points indicate:

- All Students are in the green and have increased their mathematics performance.
- EL students are in the red and have declined in performance which has increased the achievement gap between All Students and the EL subgroup.

3. The Socioeconomically Disadvantaged students have increased 8.5 points. However, they continue to perform below standard specifically, 66.5 points below standard.

School and Student Performance Data

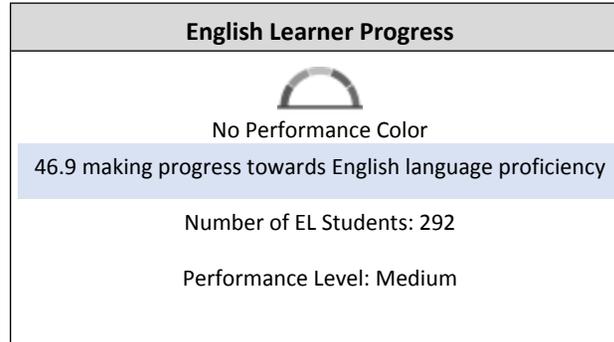
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A review of the following data informs the comprehensive needs assessment.

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
22.9	30.1	4.1	42.8

These data points indicate:

1. 42.8% of our EL students have progressed at least one ELPI level.
2. 22.9% of our EL students decrease one ELPI level.

3. 34.2% of our EL students have maintained ELPI level 1, 2L, 2H, 3L, 3H or 4.

School and Student Performance Data

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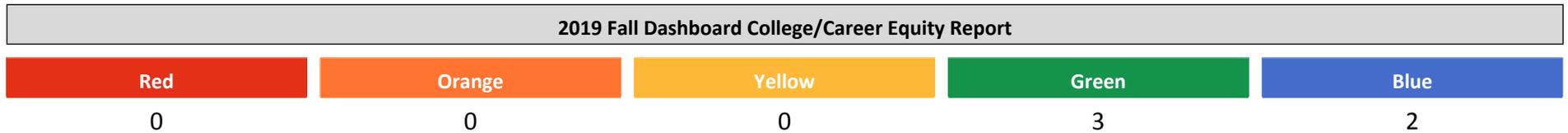
A review of the following data informs the comprehensive needs assessment.

Academic Performance College/Career

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

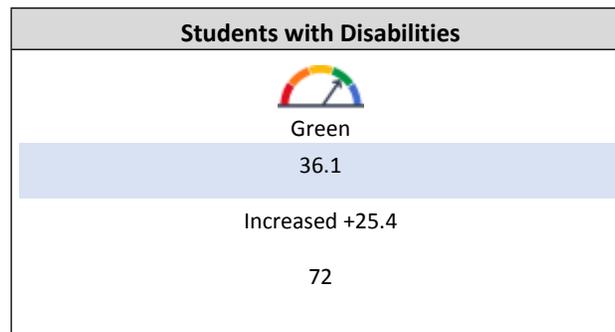
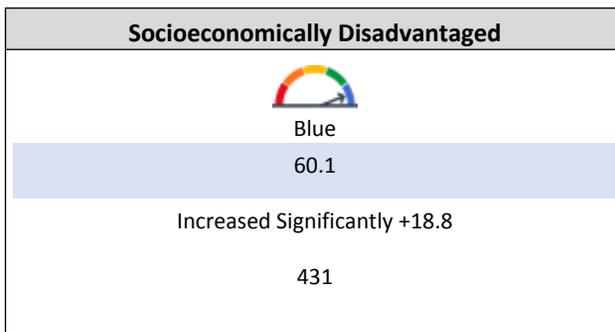
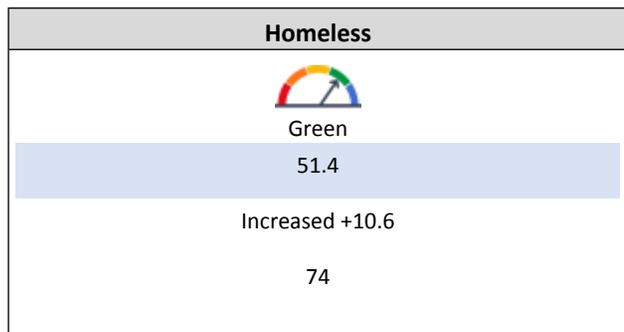
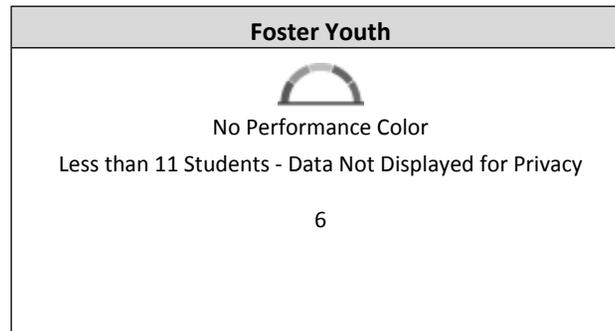
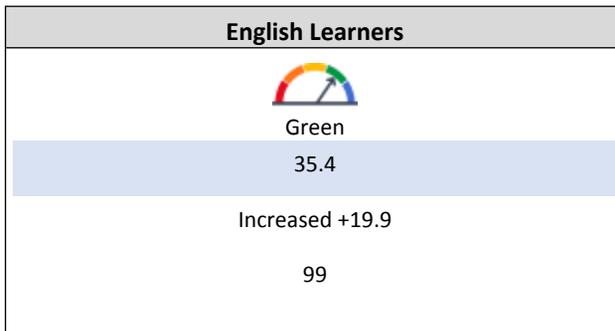
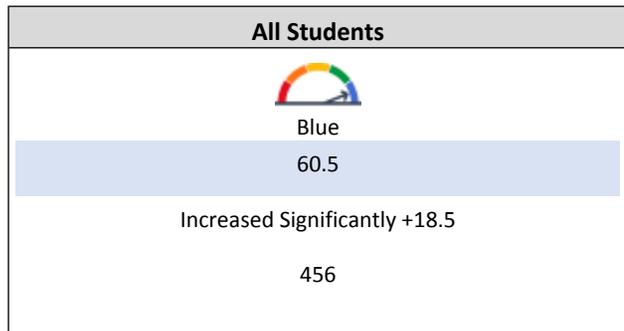


This section provides number of student groups in each color.



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>No Performance Color</p> <p align="center">42.1</p> <p>Increased Significantly +19.9</p> <p align="center">19</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</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>10</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 align="center">61.9</p> <p>Increased Significantly +20.4</p> <p align="center">391</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p align="center">47.1</p> <p>Increased Significantly +16.3</p> <p align="center">17</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>41.8 Prepared</p> <p>30.5 Approaching Prepared</p> <p>27.7 Not Prepared</p>	<p>Class of 2018</p> <p>42 Prepared</p> <p>30.4 Approaching Prepared</p> <p>27.6 Not Prepared</p>	<p>Class of 2019</p> <p>60.5 Prepared</p> <p>17.3 Approaching Prepared</p> <p>22.1 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	465	16	2	5	4	417	1	16	4	88	418	57	3	85

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	65.80%	43.80%	*	*	*	65.90%	*	68.80%	*	45.50%	66.00%	35.10%	*	55.30%
Percentage Approaching Prepared	16.30%	18.80%	*	*	*	16.50%	*	25.00%	*	15.90%	15.60%	17.50%	*	17.60%
Percentage Not Prepared	17.80%	37.50%	*	*	*	17.50%	*	6.30%	*	38.60%	18.40%	47.40%	*	27.10%

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

These data points indicate:

1. Students in the Prepared category increased significantly by 18.5% from 2018 to 2019. This trend continued with an additional 5% increase in 2020.
2. Students in the Not Prepared category decreased by 5.5% from 2018 to 2019. This trend continued with an additional decline in 2020.
3. The majority of our students (65.8%) qualify as Prepared according to the 2020 School Dashboard Additional Reports and Data.

School and Student Performance Data

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

Academic Engagement Chronic Absenteeism

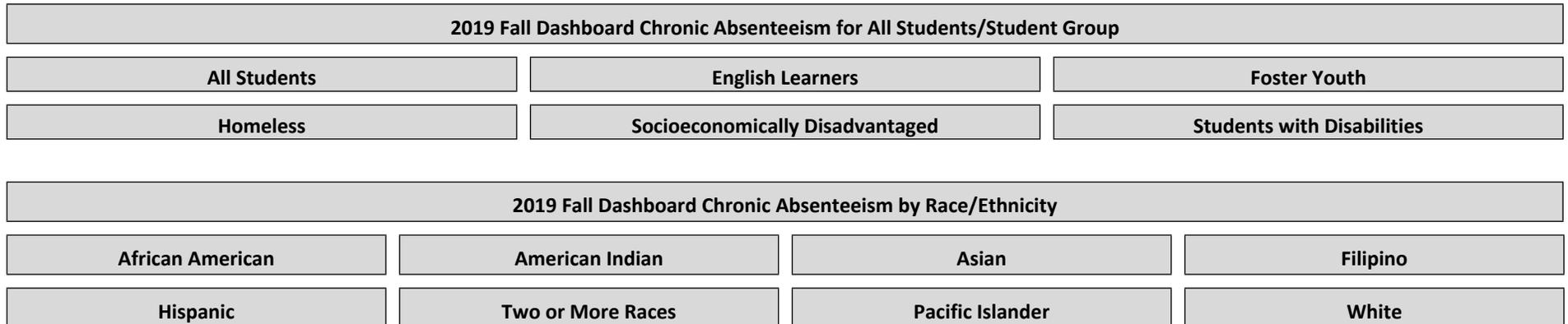
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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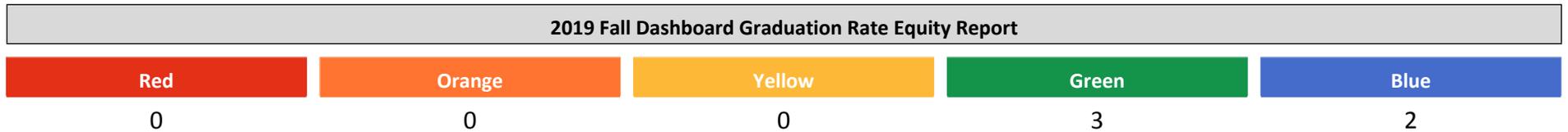
A review of the following data informs the comprehensive needs assessment.

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
 Blue 95 Increased +2.1 463	 Green 88.6 Increased +8.6 105	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 94.8 Increased +8.1 77	 Blue 95.4 Increased +2.9 438	 Green 82.7 Increased +7.4 75

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

<p>African American</p>  <p>No Performance Color</p> <p align="center">89.5</p> <p>Declined -3.1</p> <p align="center">19</p>	<p>American Indian</p>  <p>No Performance Color</p> <p align="center">0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">10</p>	<p>Filipino</p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">7</p>
<p>Hispanic</p>  <p>Blue</p> <p align="center">95.5</p> <p>Increased +3</p> <p align="center">398</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">10</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p align="center">0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p align="center">88.2</p> <p>Declined -4.6</p> <p align="center">17</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
92.9	95

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	468	444	3	94.90%
English Learners	90	75	2	83.30%
Foster Youth	3	*	0	*
Homeless	85	77	0	90.60%

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Socioeconomically Disadvantaged	420	398	2	94.80%
Students with Disabilities	58	44	1	75.90%
African American	16	14	0	87.50%
American Indian or Alaska Native	2	*	0	*
Asian	5	*	0	*
Filipino	5	*	1	*
Hispanic	419	397	2	94.70%
Native Hawaiian or Pacific Islander	1	*	0	*
White	16	16	0	100.00%
Two or More Races	4	*	0	*

These data points indicate:

1. The overall graduation rate increased by 2.1% from 2018 to 2019. The rate was maintained in 2020.
2. While English Learners had the greatest increase in graduation rate at 8.6% placing this group in the green in Fall of 2019, this group declined in 2020.
3. The Hispanic students are in blue and have increased in the graduation rate in 2019, however, this group declined slightly in 2020.

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:

Lowest Performance



Red



Orange



Yellow



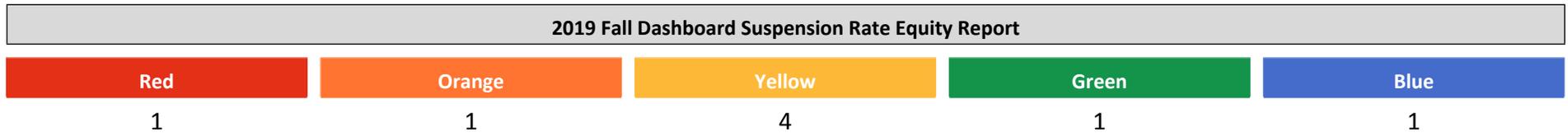
Green



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 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 Declined -1.2 2067	 Yellow 10.1 Declined Significantly -3 396	 No Performance Color 18.8 16
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 11.1 Declined -5.3 36	 Yellow 7.4 Declined -1.6 1749	 Yellow 12.5 Declined Significantly -2.3 273

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 19.6 Increased +9.9 92	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0 Maintained 0 36	 No Performance Color 0 Maintained 0 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.6 Declined -1.6 1822	 No Performance Color 0 Declined -7.7 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 5.9 Declined -3.8 68

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.2	7

These data points indicate:

- We decreased the number of suspensions by 1.2% from the 2018 to 2019 school year.
- African American students increased in suspension rate and are in the red.
- All Student Groups have declined in suspension rate and are in the yellow category except for the homeless group who are in the orange category.

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: -3.5 10th: -1.2 11th: -1.3 12th: 1.5
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -5.1 10th: -2.8 11th: -1.4 12th: 5.0
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

As compared to the National Norm 9th -11th grade students are slightly below the norm in both ELA and math. However, 12th grade students are slightly above the norm in both ELA and math.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -18.4 10th: -14.9 11th: -16.2 12th: -15.1
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -20.5 10th: -17.7 11th: -16.3 12th: -14.0
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

As compared to the National Norm 9th - 12th grade EL students are significantly below the norm. This shows the disproportionality of EL students compared to the overall student population. However, trends are showing the achievement gap is closing as students complete their years here at Jurupa.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes

Language Acquisition Data – English Learners (EL)	
2018-2019 % by ELPAC Level	Level 4: 13.40% Level 3: 38.01% Level 2: 25.86% Level 1: 22.74%
2018-2019 ELPAC Listening Domain: % by Performance Level	6.54% - Well Developed 68.85% - Somewhat/Moderately Developed 24.61% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	55.45% - Well Developed 23.99% - Somewhat/Moderately Developed 20.56% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	5.92% - Well Developed 53.58% - Somewhat/Moderately Developed 40.50% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	7.48% - Well Developed 71.96% - Somewhat/Moderately Developed 20.56% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The majority of our English Learners fall between levels 2 and 3. The focus of instruction should be on Reading, Writing and Listening.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	7%
Site Specific Measures: Sign in sheets for ELAC, SSC, Parent Trainings, Conversation with the Principal	Parent participation remains low. We have noticed the same parents attend the same meetings and trainings.

Parent/Family Engagement

Site Specific Measures:

These data points indicate:

The household participation rate on the parent family climate survey is low at only 7%. This is a 2% decrease from the previous school year.

College and Career Readiness

School Metrics/Indicators	Current Outcomes
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	88%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	100%
2019-2020 DataQuest A-G Completion Rate (ALL)	57.1%
2019-2020 DataQuest A-G Completion Rate (EL)	34.2%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	56.2%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	8.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	26.5%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	0.0%
Site Specific Measures:	

These data points indicate:

A - G completion rate for EL in 2019 was low at 26.4% but has increased to 34.2%. We have 8.1% of students scoring Met or Exceeded for EL's in ELA and 0% for math. The focus on EL instruction and additional support services to help increase their academic achievement should result in more EL students meeting A - G college going criteria and an increase in Met/Exceeded on SBA math and ELA. There is still room to improve in all areas for all students.

Behavior

School Metrics/Indicators	Current Outcomes
Site Specific Measures:	

Behavior	
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 at Jurupa Hills High School by offering Integrated (previously sheltered) classes to all English Learners ELPAC 1, 2, and 3 students. Students are monitored by the teachers, EL Site Monitor, administrators, and counselors for progress.

English Learner ELPAC Level 4 students are monitored by the teachers, EL Site Monitor, administrators, and counselors for progress and intervention as needed.

Special Education students are placed in Integrated ELD courses based on IEP instructions.

Integrated ELD had its challenges during the virtual school year of 20/21. The lack of training, moving to a 4X4 and the personalization of students physically present had a negative impact on the ability to support students in all four domains. There was disproportionate log-in in by EL students during virtual schooling.

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 courses are offered to all English Learners ELPAC levels 1, 2 and 3.

English Learners ELPAC level 4 are monitored by the teachers, EL Site Monitor, administrators, and counselors for progress and intervention as needed.

Special Education students are placed in Designated ELD courses based on IEP instructions.

Integrated ELD had its challenges during the virtual school year of 20/21. The lack of training, moving to a 4X4 and the personalization of students physically present had a negative impact on the ability to support students in all four domains. Students in level 1 and 2 continued to receive ELD in a year long program.

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.

Jurupa Hills ELD program uses district provided materials including Springboard and English 3D as well as supplemental materials for reading, writing, grammar, and test prep.

Integrated and Designated staff are trained, and instruction is monitored by the ELD Department Chair.

The ideal situation would be to place every English Learner (Special Education only by IEP instructions) in designated ELD until they reclassify. In order to provide this level of intervention, more integrated and designated courses would need to be created and staffed. At this point, we would need additional curriculum materials and professional development.

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>AVID Certification Survey: Determine the implementation at our site of AVID strategies. Survey indicated most courses used AVID strategies consistently.</p> <p>Parent Panorama Survey: This was given in the Fall of 2020.</p> <p>Teacher Technology Needs Analysis: Indicated the needs of teachers and what technology supports/training was needed. Many teachers indicated the need of support with Teams, OneNote, Class Notebook, Sway, FlipGrid. Training was provided after school to support teachers in OneNote, Teams and Class Notebook. A follow-up survey was sent out that concluded teachers needed additional support with FlipGrid, EdPuzzle and NearPod. Training as scheduled on a Saturday to address NearPod and Teams.</p> <p>PBIS Student Self Assessment Survey: This survey is used by staff for initial and annual assessment of effective behavior support systems in the school. The survey examines the status and need for improvement of four behavior support systems: School Wide Discipline Systems, Non-classroom management systems, Classroom management systems, and Systems for individual students engaging in chronic problem behaviors. Results showed that the majority of respondents indicated that supports were in place in all four behavior support systems. We will continue to review our PBIS data and make any adjustments as needed to support students.</p> <p>PBIS Staff Survey was conducted.</p> <p>California Healthy Kids Survey: Administrated to juniors to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. No action has been taken with the results of this survey.</p> <p>SAMR (Substitution Augmentation Modification Redefinition): Model created to share a common language across disciplines as teachers strive to help students visualize concepts.</p> <p>MYP Survey was just given in the Fall of 2020.</p>

Analysis of Qualitative Data

Classroom Observations

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

PBIS indicator virtual walk-throughs are conducted monthly by the PBIS team.
Math virtual walks with IST and AP are conducted on a monthly basis. Findings include, the need for more collaboration time to discuss instructional strategies and assessment practices to strengthen the departments delivery of instruction.
IB visits with district and IB personnel is conducted yearly. Findings show the strength in our IB classrooms in regards to content and global context.
Formal and informal observations of all classrooms are conducted on a regular basis. Feedback to teaching staff is provided to enhance and support instructional practices. Administration uses the data collected during these observations to inform next steps for professional development and/or topics for staff meetings.
History walk-throughs are conducted regularly to support teacher with the new history adoption. Findings were positive as all teachers were using the newly adopted curriculum and content standards. Teachers were making attempts at the shifts in the history content delivery.
ELD classroom visits by admin virtually are conducted weekly with ELD teachers and the EL department chair. The EL TOA communicates regularly with site principal the next steps and support given to the EL teachers.
Admin conducted virtual classroom walkthroughs.

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)

Jurupa Hills High School follows the district assessment calendar which includes timelines to provide all state and district assessments. Assessments are analyzed through the Professional Learning Communities (PLC) to identify next steps to improve student achievement. Additionally, teacher created benchmark assessments are also implemented and analyzed through our PLC's. This allows administration and staff to help determine our progress.

Jurupa Hills High School uses the following types of assessments and data to differentiate/revise instruction to improve student achievement:

- iO reports for student enrollment with ELPI data

Standards, Assessment, and Accountability

	<ul style="list-style-type: none"> • iO reports for common, formative assessments in math, science, social studies, and English. PLC's collaborate to analyze data along with student work to identify best practices. • MAP reports • ELPAC results • CAASPP data <p>The data shows Jurupa teachers need additional support and training in the foundations of PLC's and need additional time collaborating in their PLC's to help meet the needs of students.</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Jurupa Hills High School High School uses the following types of assessments and data to modify instruction to improve student achievement for the EL student population:</p> <ul style="list-style-type: none"> • iO reports for student enrollments with ELPI data • iO reports for common, formative assessments in math, science, social studies, and English. PLC's collaborate to analyze data along with student work to identify best practices. • MAP reports • ELPAC results helps us determine what students go into ELD/ALD. The ELA TOA supports our teachers weekly. • CAASPP data <p>The data shows Jurupa teachers need to spend additional time collaborating in their PLC's to review ELPAC data to further increase students understanding of the ELPAC, for teachers to understand the importance of academic language, scaffolding and differentiation. 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 or GATE. They identify and recommend the best designated-ELD placement for the students.</p>
<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>Jurupa Hills High School Administration, along with the site leadership Team, English Language Advisory Committee and School Site Council, analyzes the school site budget and SPSA goals on a monthly basis. In the Spring, we meet with stakeholders to review supporting data to determine the effectiveness of our goals and overall plan. In the Fall, the administrative team, site leadership team, ELAC and SSC meet to discuss the programs and services to be addressed in the SPSA. Additionally, at the beginning of the school year, overall program data is reviewed to help guide discussions on the effectiveness of school programs. Once reviewed, changes are made to modify and improve the plan. 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 and voted upon.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>Jurupa Hills High School Administration, along with the site leadership Team, English Language Advisory Committee and School Site Council, analyzes the school site budget and SPSA goals on a monthly basis. In the Spring, we meet with stakeholders to review English Learner data to determine the effectiveness of our goals and overall plan. In the Fall, the administrative team, site leadership team, ELAC and SSC meet to discuss the EL programs and services to be addressed in the SPSA. Additionally, at the beginning of the school year, overall EL program data is reviewed to help guide discussions on the effectiveness of school programs. Once reviewed, changes are made to modify and improve the plan. In January, EL 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 and voted upon.</p>

Standards, Assessment, and Accountability

Identified Needs based on Findings:

- Professional Development that teaches teachers how to differentiate instruction to meet the needs of all students.
- Additional PLC time for teachers to discuss strategies for EL students.
- Data chats specifically for EL students.
- Professional Development in the foundations of PLC's.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Staff development trainings are based off of student performance data that are leaned from assessments that are aligned to content standards that indicate whether or not students are making progress towards standards. and the progress students are making towards those standards. Professional development is strategically aligned and developed to the Common Core State Standards at all times. The academic performance and needs of our students are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS, MTSS, IB/MYP and technology.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Jurupa Hills Staff works with district TOA's, Program Specialists, IST's, IB/MYP Coordinators, district coordinators, directors, EL TOA's, BTSA Support Providers and consultants, in the content areas standards based lessons and data talks to guide instructions. These individuals also assist in PLC discussions, one on one teacher support, mentoring and thought partnering.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	Teacher collaboration time is embedded in the current school year calendar. Teachers are provided with three non-student attendance days at the beginning of the year and receive additional pay for up to five days for other professional development opportunities if they so choose too. 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 PLC's have a common preparation period where they can meet to collaborate. The district and site offers additional trainings throughout the year in which teachers can participate and receive compensation.

Identified Needs based on Findings:

- Professional Development in the foundations of PLC's
- Professional Development in differentiated instruction
- PLC time: vertical alignment , data analysis, etc.

Teaching and Learning

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

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:

Grade English	Math	Science	Social Science
6-8th Study Sync	Big Idea	Prentice Hall	TCI History Alive!
Discovery Math	Discovery Science		
Techbook	Techbook		

9-12th	SpringBoard	HMH- Integrated	Pearson- Biology	McGraw - Hill
California				
Glencoe- Chemistry				
Discovery Math				
Techbook	Holt, Rinehart &			
Winston- Earth Science				

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. 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.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)
 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.
 2020-2021 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.

Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.

Teaching and Learning

	<p>Teachers need to continue to build expertise in creating learning targets and success criteria.</p> <p>District approved pacing guides and content outlines are provided to all teachers. Teachers were provided with training at the start of the school year lead by district leaders and content experts. Trainings included the newly adopted history curriculum which requires shifts in delivery of instruction, SpringBoard content and pacing, NGSS content standard review, Special Education review, data review and standards based instruction. PLC are instrumental in allowing our teachers to plan , discuss standards based instruction and needed intervention for student achievement.</p>
Availability of standards-based instructional materials appropriate to all student groups (ESEA)	All students are provided standards-based materials that are appropriate.

<p>Identified Needs based on Findings:</p> <ul style="list-style-type: none"> • Provide additional time for PLC's to collaborate on data review, current practices, curriculum needs and additional/supplemental materials needed to meet the needs of all students. • Provide additional time for Professional Development based on teacher needs. • Provide PLC time for data chats around EL and SPED data. 	
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Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Interventions are provided throughout the school day for underperforming students to assist them in meeting the standards. Math tutoring is offered after school. Support class (Study Skills, Senior Seminar, AVID, Read 180, IM 1 Intervention, IM 2/IM 3 Bridge) are built into the regular school day to assist students in their academic needs. AVID strategies are utilized throughout all academic content areas to help support students.
Student groups for whom there exist disparities in achievement and summary of the root causes.	<p>There are notable disparities with specific student groups such as Special Education Students, English Learners and Hispanic students. As reported on the Dashboard 46.9% of EL's are making progress towards English Language proficiency. Hispanic students are 63.4 points below standard in math. Special Education students in English Language Arts are 103.1 points below standard.</p> <p>In looking at the root causes we have found that many of our Special Education students are also English Learners. Learning disabilities, lack of parental involvement, social capital gaps by students all contribute to the root causes of the disparities in achievement.</p> <p>Many of our teachers and co-teaching teams have a disconnect/lack of understanding of the type of support and guidance needed to differentiate instruction/grades for these student groups. There is limited beliefs by teachers about student ability or readiness. There is also inconsistent knowledge and application of interventions and assessments for struggling students.</p>

Opportunity and Equal Educational Access

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.	The needs of all student have not been met consistently by the SPSA Actions/Services due to the root causes stated above.
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Identified Needs based on Findings:	
<ul style="list-style-type: none"> • Provide all teachers training in differentiated instruction and grading. • Provide Professional Development in the foundations of PLC's. • Provide teachers and support staff additional PLC time to collaborate on best practices to meet the needs of all students. • Provide co-teacher teams specific strategies in successful co-teaching settings. 	

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.	Parent trainings are offered throughout the school year to address many topics relevant to parents. Parents are taught technology and internet skills using t he Q system. Parent Universities are offered to inform parents on a variety of topics. Parents are surveyed each year on topics they would like to receive more information on. Parents can participate in advisory committees such as SSC, ELAC, DELAC, LCAP, IB parent group and MYP parent groups. CABE was cancelled due to COVID-19.
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Identified Needs based on Findings:	
<ul style="list-style-type: none"> • Provide parents with trainings and workshops that address relevant needs of families. • Increase parent participation in the students education by attending school activities and meetings. 	

Funding

Services provided by state and local funds that enable underperforming students to meet standards.	SUPC (state and local) funding helps support underperforming students. Funds are used to address the social and emotional needs of students, counseling services, the improvement/expansion of our AVID and PBIS programs, to provide EL support to help monitor our English Learners and provide incentives to help promote school connectedness. Opportunities for additional PLC time was also created with these funds. Through these funds, additional library resources will be purchased to help support our students literacy needs.
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Funding

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

Title 1 (Federal Funding) enables underperforming students to meet standards. Through this funding source, Jurupa was able to provide math tutoring, supplemental materials to differentiate instruction, computer program licenses (IXL) to address skill deficits to help students bridge the gap using online platforms, to provide additional Professional Learning Community collaboration time for teachers to engage in professional dialogue to address underperforming student needs, provide counseling support for students and their families and deliver parent workshops/trainings. We are also able to provide Professional Development in the use of technology and differentiated instruction.

Identified Needs based on Findings:

- Provide additional EL monitor hours
- Provide additional before and after school tutoring (ELO)
- Provide Professional Development in differentiated instruction
- Provide Professional Development in specialized academic practices for our most at risk students
- Provide additional hourly for PLC's to collaborate and plan instruction

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 March SSC met to conduct progress monitoring on the SPSA Actions and Services. The math IXL data highlighted the increase in students attainment of core academic state standards. Because of the pandemic we were unable to implement all areas of our plan.

In April, SSC with input from ELAC determined which actions/services to continue, modify, or discontinue based on the progress monitoring. SSC developed SPSA actions/services based on the anticipated needs of students. ELAC's input was to continue with the monitoring of EL students with added supports. SSC's input was to create more parent engagement opportunities.

In May, SSC met to review and approve the SPSA actions/services. SSC also determined unfunded priorities.

Identified Needs based on Findings:

- Provide copies of ELAC/SSC documents to members.
- Provide creative ways to keep parent informed and engaged in these important meetings.
- Increase parent engagement and involvement.
- Offer parent meetings virtual and in person.

Resource Inequities

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

Based on the number of EL students here at JHHS we need additional bilingual aides to support students in the core academic areas. Jurupa Hills also needs additional funding for our underperforming students with access to research based tutoring programs before and after school. Another area of concern is the social and emotional wellbeing of all students. Special Education services are an area of concern due to distance learning and learning loss.

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	Teachers will be provided with additional time for PLC (Planning, Data Review, Lesson Design). Data from grades will assist in placing students in APEX recovery classes. Tutoring will be offered before/after school. Data from incoming 9th grade students at risk of retention will be used to refer student to the proper intervention. Provide training for all teachers in ELD strategies, SAI strategies, Differentiated Instruction.	PLC Time (Monthly: July - June) Data Analysis (Quarter/Semester) Tutoring (September - May) Data (July - October) Training (July - May)
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	Differentiated small group instruction will be provided. Data will be used for identification and placement of students in extended learning opportunities. Data (grades, credits) will be used to identify students needing to be enrolled in APEX Saturday recovery. Math/college tutors will be provided during the regular day. A Summer Bridge Program (July 2021) will be offered for all incoming 9th grade students and current 10th grade students.	Small group (August - May) ELO (August - May) Saturday APEX (September - May) Tutors (August - May) Summer Bridge (July 19 - 23)
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	College tutors for academic support will be provided. Math tutors will be provided during the regular school day. IXL will be offered to all IM 1 students. Small group differentiated instruction. Provide tutoring/small group instruction for all at risk groups beyond the regular school day.	College Tutors (August - May) Math Tutors (August - May) IXL (August - May) Small group (August - May) At risk support (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)	6.8	>= 14.8
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-59.4	>= -49.4
Fall 2020 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -3.5 10th: -1.2 11th: -1.3 12th: 1.5	9th: >= -3.0 10th: >= -0.7 11th: >= -0.8 12th: >= 1.5
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -5.1 10th: -2.8 11th: -1.4 12th: 5.0	9th: >= -4.6 10th: >= -2.3 11th: >= -0.9 12th: >= 5.0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	7%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> • CAASPP and MAP data indicates students need to develop number sense in math and reading comprehension and writing skills in ELA to help close the achievement gap. • PLC data indicates the need for teachers to have additional training in the foundations, additional collaboration time to lesson plan, collaborate on best practices, analyze student data and discuss ways to differentiate instruction. • Teacher surveys indicates teachers to for professional development with integrating technology as well as differentiated instruction. • Parent surveys indicate the need for workshops for English classes, computer literacy and student support classes.
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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. Provide differentiated Instruction to address skill deficits and help students bridge the gap using online platforms. <ul style="list-style-type: none"> IXL (Instructional Software) 	Walk through observations IXL Data	All students	Teachers	\$10,150.00	
1B. Provide professional development in the foundations of PLC's to create sustainable successful teams and additional PLC planning time to focus on data analysis to help drive our instruction. <ul style="list-style-type: none"> Certificated Additional Hourly Conference fees and travel 	Lesson Plans, PLC Agendas/Minutes, Conference materials	All students	Leadership Team, PLC Teams	\$30,000.00	
1C. Provide differentiated instruction during and after school to decrease the amount of D's and F's. <ul style="list-style-type: none"> Supplemental digital resources for all content areas Technology (headsets, keyboards, mouse) Supplemental materials Printing Certificated additional hourly 	Q data, Teacher feedback	All students	Teachers, IT	\$10,239.00	\$3,000
1D. Provide extended learning opportunities to reteach and scaffold previous learning and to enrich students understanding in the content. <ul style="list-style-type: none"> Additional hourly teachers Supplemental material Technology equipment to support the content 	Paper student usage data, Q Grade data	All students	Teachers	\$50,000.00	

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
1E. Provide small group instruction to increase student achievement in all subject areas to help address learning loss. <ul style="list-style-type: none"> College Tutors 	Student workshop attendance, Q grade data	All students	AVID Coordinator, Math Department Chair	\$30,000.00	
1F. Provide International Baccalaureate (IB) support to assist and monitor students in completing the requirements of IB. <ul style="list-style-type: none"> CAS, Extended Essay Certificated additional hourly Training/Conferences 	IB data on CAS and Extended Essay	IB students	IB/MYP Coordinators	\$3,500.00	\$9,934
1G. Provide training for certificated staff in PBIS/AVID/IB to support students. <ul style="list-style-type: none"> Training/Conferences AVID dues/fees Certificated additional hourly Travel expenses 	PBIS surveys, Certifications	All students	PBIS Team		\$10,000
1H. Provide Parent Involvement Opportunities to support families with the tools necessary to be successful in supporting their students in the educational setting. <ul style="list-style-type: none"> Consultant Fees and Materials Classified additional hourly for translation and student support Child care Parent Laptops 	Parent attendance logs, parent feedback	All students	Outreach Liaison, Classified	\$9,000.00	
1I. Provide library resource materials to support and enrich students in all content areas.	Destiny records	All students	Librarian		\$20,000

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
1J. Provide incentives to promote connectedness to create and sustain a positive school climate. <ul style="list-style-type: none"> • Student recognition materials • Positive climate and culture materials • Certificated and classified additional hourly • Summer Bridge 	Student surveys, Staff surveys	All students	ASB director, Administration	\$25,000	\$10,000
Total Estimated Cost for This Goal:				167,889	52,934

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 EIs: English Learners will demonstrate improved academic growth and achievement in mathematics through the use of academic language specific to this discipline.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-72.6	>= -57.6
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-131.9	>= -116.9
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -18.4 10th: -14.9 11th: -16.2 12th: -15.1	9th: >= -17.9 10th: >= -14.4 11th: >= -15.7 12th: >= -14.6
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -20.5 10th: -17.7 11th: -16.3 12th: -14.0	9th: >= -20.0 10th: >= -17.2 11th: >= -15.8 12th: >= -13.5

Identified Need(s):	<ul style="list-style-type: none"> ELPAC and CAASPP data indicates English Learners need support in the area of math. As a result, teachers will need professional development in academic content language objectives, differentiated instruction and data analysis.
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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
1aa. Provide Professional Development to support our EL Learner in productive language and content language. Topics: <ul style="list-style-type: none"> Differentiated instruction Lesson design Understanding the ELPAC/EL Levels Reading and responding to data Expenditure: <ul style="list-style-type: none"> Certificated and classified additional hourly 	Survey, PD Evaluation Tool	EL students	Teachers, EL TOA, Bilingual Aides	\$8,939	\$3,000

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
1ab. Provide targeted interventions to EL students and monitor progress. <ul style="list-style-type: none"> • Certificated and classified additional hourly • Printing 	Student log, Q data	EL students	Teachers, EL TOA, Bilingual Aides	\$7,000	\$3,000
1ac. Provide extended learning opportunities to reteach and scaffold previous learning to support student's understanding in the content. <ul style="list-style-type: none"> • Supplemental materials • Certificated and classified additional hourly 	Attendance logs, Grades	EL students	Teachers, EL TOA, Bilingual Aides	\$2,500	\$8,000
Total Estimated Cost for This Goal:				18,439	14,000

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 academic speaking skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	46.9%	>= 49.9%

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> <ul style="list-style-type: none"> ELPAC, MAP and CAASPP data indicate that English Learners need to develop their speaking skills to demonstrate their knowledge of content learning. As a result, teachers need professional development in developing academic language objectives in mathematics.
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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
1ba. Provide Professional Development on designing effective language objectives to meet the language needs of English Learners. <ul style="list-style-type: none"> Certificated additional hourly 	Attendance logs, Walk-Throughs, Lesson Plans	All EL's	Principal, Teachers EL TOA	\$8,000	
1bb. Provide extended learning opportunities to address academic language in mathematics <ul style="list-style-type: none"> Certificated and classified additional hourly 	Student attendance logs, Q grades, pre/post tests	All EL's with emphasis on ELPI 2H and reclassified students	Principal, Teachers EL TOA, Bilingual aides	\$8,000	\$3,000

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
Total Estimated Cost for This Goal:				16,000	3,000

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
2019-2020 DataQuest Graduation Rate (ALL)	94.8%	>=95.3%
2019-2020 DataQuest Graduation Rate (EL)	83.0%	>=83.5%
2019-2020 % of Students "Prepared" for College and Career (ALL)	65.8%	>=69.8%
2019-2020 % of Students "Prepared" for College and Career (EL)	45.5%	>=49.5%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	88%	>=92%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	100%	>=104%
2019-2020 DataQuest A-G Completion Rate (ALL)	57.1%	>=62.1%
2019-2020 DataQuest A-G Completion Rate (EL)	34.2%	>=39.2%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	56.2%	>= 59.2%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	8.1%	>=11.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	26.5%	>= 29.5%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	0.0%	>=3.0%

Identified Need(s):	<ul style="list-style-type: none"> CA Dashboard data indicates the need to focus on English Learner understanding of content specific vocabulary in order to be successful in A-G coursework. IB diploma rate data indicates students need to develop higher level science skills in order to be successful in passing the IB exams.
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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 extended day opportunities for students to help recover credits. <ul style="list-style-type: none"> • Certificated additional hourly • APEX licenses • Technology: Software 	Q grades, APEX attendance, APEX grades	Students receiving an F for an given quarter. Priority will be given to EL students with a D or F.	APEX Teachers Counselors Guidance Techs	\$10,000.00	
3B. Provide Additional Counseling Support to students in meeting graduation requirements, college entrance requirements, FAFSA requirements and summer school support. <ul style="list-style-type: none"> • Certificated additional hourly • Printing 	Student grades, Number of students served	Special Education Students, EL Students, Students with D's or F's	Teachers Counselors	\$4,588.00	
3C. Provide Extended Learning Opportunities for students to meet CTE and VAPA certification requirements. <ul style="list-style-type: none"> • Certificated additional hourly • Printing 	CTE/VAPA Certification Rate	CTE/VAPA students	CTE/VAPA Teachers Admin	\$5,000.00	
3D. Provide Extended Learning Opportunities for students to meet IB requirements and Pass IB/AP exams. <ul style="list-style-type: none"> • Certificated additional hourly • Supplemental materials 	Attendance logs, IB course grades	IB students	IB coordinator IB teachers Administration, MYP Coordinator	\$8,000.00	
3E. Provide Professional Development for SPED <ul style="list-style-type: none"> • Differentiated instruction • Best practices 	Q data, IEP goals	SPED	SPED teachers		\$5,000
Total Estimated Cost for This Goal:				27,588	5,000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1K. New Action- Provide a Makerspace/Innovation Center in the library to reinforce content skills through hands on learning. <ul style="list-style-type: none"> • Instructional manipulatives, games, activities • Organizational tools (bookshelves, bins) • Library books 	All	75,000	Admin, Teacher Librarian
1L. - Increase access to a variety of literature to increase reading comprehension. <ul style="list-style-type: none"> • Library books 	All	75,000	Admin, Teachers Librarian
1M. - Provide large TV monitors to reinforce and engage students in programs and learning.	All	50,000	Tech, Admin

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.	\$128,952
X	Title I, Part A: Carryover	\$100,964
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).	\$5,755
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)	\$74,934
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		304,850
Total amount of state funds spent (SUPC)		74,934
Total amount of federal funds spent (Title I)		229,916
Total amount of state and federal funds spent		304,850
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
Caroline Labonte	Principal	Not Applicable	Not Applicable	1
Ledina Cenicerros	Teacher	2 years	May 2022	1
Tanya Bertok	Teacher	2 years	May 2022	1
Armando Mora	Teacher	2 years	May 2021	1
Hugo Sierra	Teacher	2 years	May 2021	1
Karla Ramos	Other Staff Member (Specify):	2 years	May 2022	1
Zayda Barajas	Parent/ Community Member ELAC President	2 years	May 2022	1
Luz Torres	Parent/Community Member	2 years	May 2022	1
Pamela Marcaida	Parent/Community Member	2 years	May 2022	1
Jizelle Ramos	Student Member	1 year	May 2021	1
Kaitlin Cervantes	Student Member	1 year	May 2021	1
Marcello Saavedra	Student Member	1 year	May 2021	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 5/18/21.

Attested:



Principal, Caroline Labonte on 5/18/21



SSC Chairperson, Ledina Cenicerros on 5/18/21