

# 2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Henry J. Kaiser High School 36 67710 3630902		SSC Approval Date: 5/12/2021
School Address	11155 Almond Avenue, Fontana, CA 92337		Local Governing Board Approval Date: Presented to the Board on 6/2/2021  Original
Name of Principal	Terry Abernathy	Phone # and Email	909-357-5900, Terry.Abernathy@fusd.net
Name of SSC Chairperson	Robert Gandapermana	Phone # and Email	951-823-9392, GandRW@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

"Together we Build" a Kaiser High School community in which all students will progress academically, ethically and physically in a caring, safe and challenging learning environment.  
Add new vision

### SCHOOL AND COMMUNITY PROFILE

Kaiser High School opened for the 1999-2000 school year with grades 9 and 10. Since 2002, KHS has been offering a full comprehensive 9-12 high school program with a full complement of class offerings to support all students and a wide variety of programs to address their academic needs and special interests. Additionally, there is a pre-school program on site, a county therapy unit, and a joint-operational County library. Henry J. Kaiser High School (KHS), located in the southernmost section of the city of Fontana, is the third of the five comprehensive high schools in the district.

Enrollment trends at Kaiser High School reveal a constant, increasing proportion of Hispanic students balanced by a decline in white students. African American students are shown to be the most stable group in terms of proportional enrollment. Beyond analysis of ethnicity, another revealing statistic is the increase in the number of Kaiser students enrolled in the National School Lunch Program. The students at KHS are facing the societal challenges that are a reflection of the economic times.

Within the last three years, the graduation rate and A-G completers in the Fontana Unified School District has become a focal point in the move toward college and career readiness. The district has offered continual support in these areas to ensure that KHS meets the Graduation Rate and improves A-G completion rate.

Kaiser High School, although consistently meeting the Graduate Rate requirement of 90%, with a 96.9%, and is projected to have the highest percentage of students completing the A-G requirements in the FUSD at 61.6%, over the past three years, still faces the challenge of declining enrollment from one grade level to the next. Currently, the KHS administration, Fontana Unified School District personnel, Categorical programs and counselors have worked to identify areas of need in terms of access to remedial education and improved learning outcomes leading to greater retention through grade levels. These efforts have included the installation of an online, A-G approved curriculum (APEX) to assist with credit recovery and a significant improvement in student placement within course offerings and within intervention courses. Notably, this focus is occurring in the face of current educational limitations due to budgetary constraints and in the face of decreasing options (alternative placements) for at-risk youth.

Kaiser High School's grade level distribution shows fluctuations in incoming freshmen classes, the relative proportion of students reaching their senior class appear to diminish slightly when following the cohort numbers. Although KHS has met the Graduation Rate, it will become necessary to focus on dropout rate between grade levels to meet the new demands required by the state and federal government. The method used to calculate both graduation rate and

## SCHOOL BACKGROUND

	<p>dropout rate especially in terms of how it will impact AYP and the new state indicators for graduation and college and career readiness.</p>
<p><b>SPSA HIGHLIGHTS</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Incoming 9th graders will participate in Summer Bridge to get academic and behavioral support</li> <li>• PLC Time to develop common lesson plans and assessments</li> <li>• Parent Involvement - workshops related to supporting social emotional concerns</li> <li>• Targeted tutoring for students in math and English</li> <li>• Targeted tutoring for EL student in math and English to receive support in language support</li> </ul>
<p><b>INCREASED OR IMPROVED SERVICES</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>• Students will receive extra help after school, during Saturday School, and via the internet</li> <li>• Instructional software used for math intervention</li> <li>• Professional development for teachers focusing on technology skills</li> <li>• Targeted tutoring for students in math and English</li> <li>• Tutoring support for students 24 hours a day 7 days a week</li> </ul>
<p><b>MOONSHOT</b></p>	<p>To have every core classroom with a one-to-one device and increase the use of technology in the classrooms, while incorporating our new KRE@TE2 academy for all students. KRE@TE2 Academy is an acronym for Kaiser’s Renewable Energy and Technology Engineering Entrepreneur. The KREATE2 Academy is a shift in Kaiser High School’s purpose, practices and culture in making Henry J. Kaiser High School the Inland Empire’s benchmark school when compared to the top high schools in the nation. KREATE2 Academy will be responsive to industry demand and one that prepares students for challenging careers and post-secondary programs while allowing students to obtain industry certifications. Students being part of KREATE2 will engage in curriculum that they are passionate about to enhance their learning so that each student will be college and career ready. All our teachers will leverage Project Based Learning shifting the cognitive load of classes to students and leveraging culturally relevant pedagogy by allowing students voice and choice in what they are learning about. Students will also experience a mentorship their Junior year and internships their senior year. Every student will graduate from Kaiser High School with 9 college credits</p>

## 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
<b>2,107</b>	<b>77.6</b>	<b>14.3</b>	<b>0.5</b>
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	302	14.3
Foster Youth	10	0.5
Homeless	8	0.4
Socioeconomically Disadvantaged	1,636	77.6
Students with Disabilities	232	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	108	5.1
American Indian	2	0.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	24	1.1
Filipino	20	0.9
Hispanic	1,858	88.2
Two or More Races	17	0.8
Pacific Islander	4	0.2
White	74	3.5

**These data points indicate:**

1. 77.6% of the student population at Kaiser High School is socioeconomically disadvantaged.
2. 14.3% of the students at Kaiser High School are English Learners and are learning the skills necessary to reclassify and demonstrate English proficiency.
3. 11% of the students at Kaiser High School are students with disabilities requiring specially designed instruction to meet their individual needs.

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### Overall Performance

#### 2019 Fall Dashboard Overall Performance for All Students

##### Academic Performance

###### English Language Arts



Yellow

###### Mathematics



Orange

###### College/Career



Green

##### Academic Engagement

###### Graduation Rate



Blue

##### Conditions & Climate

###### Suspension Rate



Yellow

**These data points indicate:**

1. Kaiser is at a blue performance level and improving the graduation rate. The counselors ensure that students are taking the required classes to graduate.
2. Kaiser's academic performance for English Language Arts is yellow and has remained the same. The English department is working together on lessons to better support our students academically.
3. College and career indicator is green and is improving. Students are scheduled by the counselors always keeping in mind A-G requirements as well as Career Pathways.

## School and Student Performance Data

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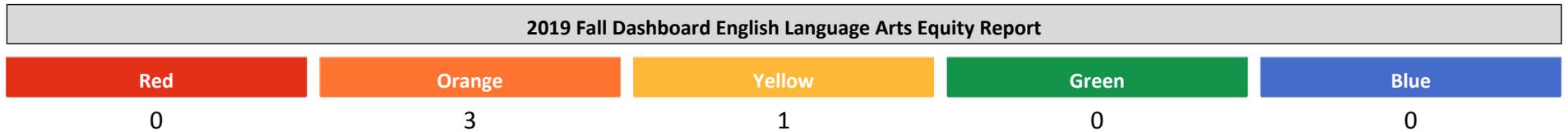
A review of the following data informs the comprehensive needs assessment.

### 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 1.1 points above standard Maintained -1 points 432	 Orange 78.7 points below standard Increased ++7.3 points 94	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 1.5 points below standard Maintained -2.7 points 371	 Orange 122.1 points below standard Increased ++14.6 points 35

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 27.3 points below standard Increased ++14.7 points 23	 No Performance Color 0 Students	 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 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.6 points above standard Maintained -2.7 points 384	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 15.8 points above standard 14

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**

Current English Learner	Reclassified English Learners	English Only
118.2 points below standard Increased ++8.6 points 52	29.8 points below standard Maintained -1.1 points 42	1.5 points above standard Increased ++3.8 points 152

**These data points indicate:**

- Academic English performance is 1.1 points above standard and was maintained. Teachers are developing common lessons in their PLCs.

2. Academic English performance for English learners is 78.7 points below standard, but there was a 7.3 point increase from the previous year. Teachers are providing support for our EL students in their support classes.
3. Academic English performance for students with disabilities is 122.1 points below standard. There was an increase of 14.6 points. Students are receiving instruction in an inclusion model that includes both a general education teacher as well as a special education teacher.

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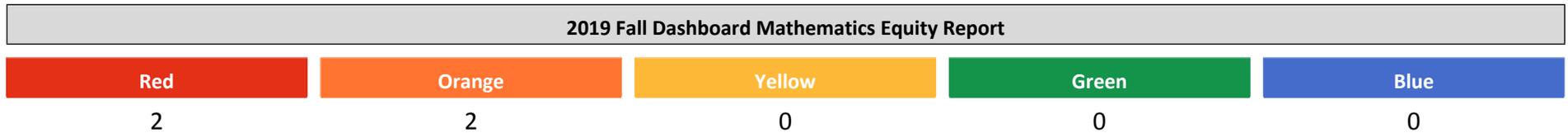
A review of the following data informs the comprehensive needs assessment.

### 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
 Orange 70.7 points below standard Maintained -1.6 points 432	 Red 153.2 points below standard Declined -10.4 points 94	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 72.7 points below standard Declined -3 points 371	 Red 205.1 points below standard Maintained ++2.3 points 35

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 101.3 points below standard Increased Significantly ++21.3 points 23	 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 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.9 points below standard Maintained -1.5 points 384	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 85.4 points below standard 14	

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
185.5 points below standard Declined -4.6 points 52	113.2 points below standard Declined Significantly -23.9 points 42	70.9 points below standard Increased ++5.8 points 152

**These data points indicate:**

- Academic Math Performance of Kaiser students is 70.7 points below standard and has remained stable for the last couple of years. Math PLC is working together to further support the needs of the students.

2. Academic Math Performance for English language learners decreased by 10.4 points and are 153.2 points below standard. This is likely due to the lack of language skills when taking the assessment.
3. Academic Math Performance for students with disabilities is 205.1 points below standard, but this group was able to maintain that level from the previous year. Students are now being taught math in an inclusion model that incorporates both general education students as well as special education students.

## School and Student Performance Data

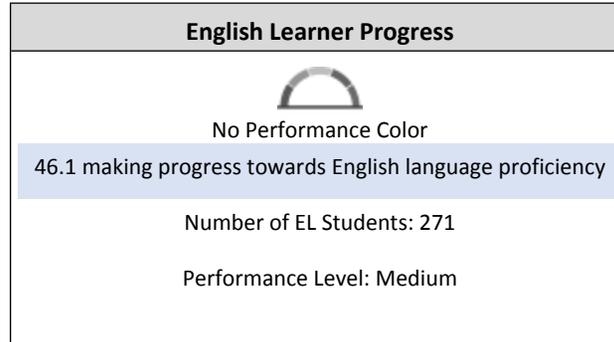
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A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Learner Progress

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

#### 2019 Fall Dashboard English Learner Progress Indicator



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

#### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	34.3	4.7	41.3

#### These data points indicate:

- 46.1% of the English Learners are making progress towards English Language Literacy, ELD teachers are working with the students to develop their language skills.
- 19.5% of the English learners decreased one ELPI level indicating a need for further support.



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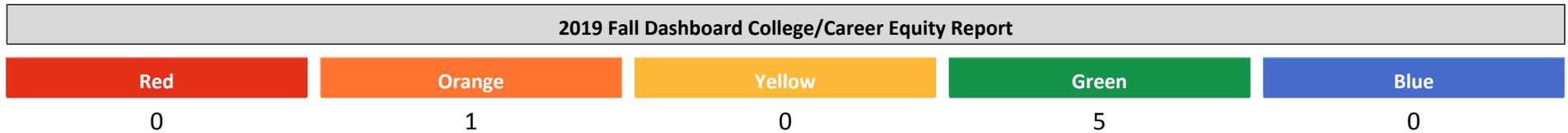
A review of the following data informs the comprehensive needs assessment.

### Academic Performance College/Career

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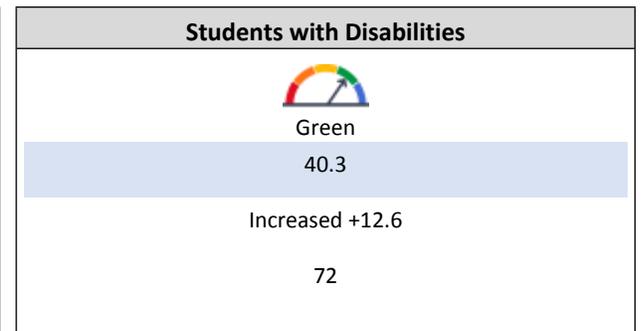
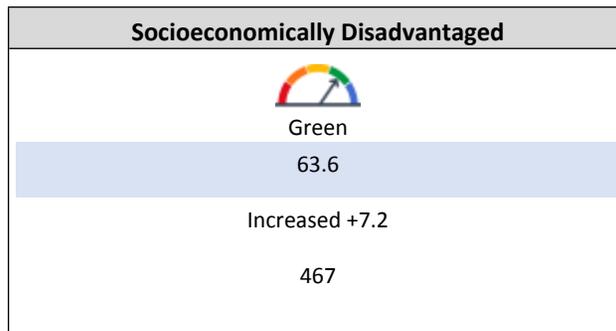
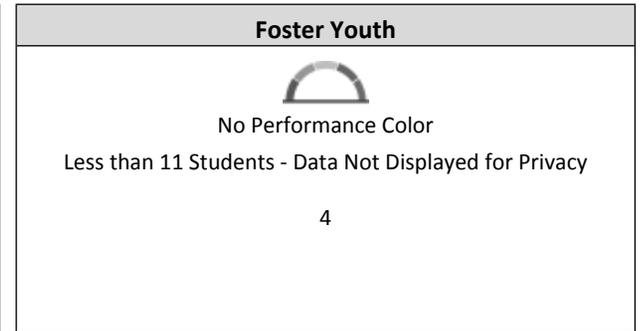
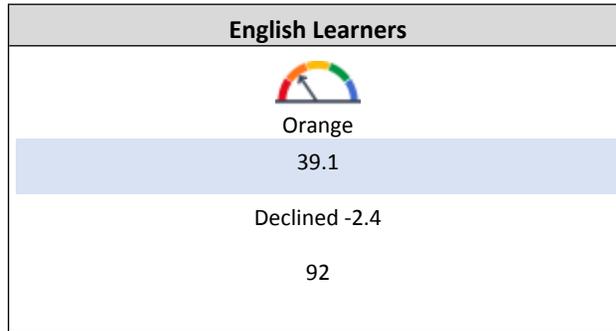
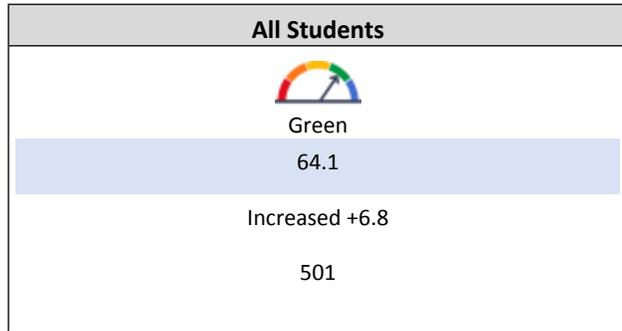


This section provides number of student groups in each color.



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**

African American	American Indian	Asian	Filipino
 Green 56.8 Maintained +1.4 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 53.3 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 64.7 Increased +7.2 428	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 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 10

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**

Class of 2017	Class of 2018	Class of 2019
57.1 Prepared	57.3 Prepared	64.1 Prepared
23.2 Approaching Prepared	23.2 Approaching Prepared	22.6 Approaching Prepared
19.6 Not Prepared	19.6 Not Prepared	13.4 Not Prepared

**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
<b>Cohort Totals</b>	452	22	--	7	6	401	--	14	2	84	431	51	3	27

**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
<b>Percentage Prepared</b>	56.90%	54.50%	--	*	*	57.40%	--	50.00%	*	25.00%	56.10%	29.40%	*	44.40%
<b>Percentage Approaching Prepared</b>	21.70%	31.80%	--	*	*	21.40%	--	7.10%	*	25.00%	22.00%	15.70%	*	11.10%
<b>Percentage Not Prepared</b>	21.50%	13.60%	--	*	*	21.20%	--	42.90%	*	50.00%	21.80%	54.90%	*	44.40%

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

**These data points indicate:**

1. The College and Career Indicator decreased by 7.2% percentage points for Kaiser High School from fall 2019 to fall 2020.
2. As of Fall 2020 CCI indicates that 25% of English Learners are prepared, which is a significant decline.
3. As of Fall 2020 CCI indicates that 29.4% of Students with Disabilities are prepared, which is a significant decline.

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

### Academic Engagement Chronic Absenteeism

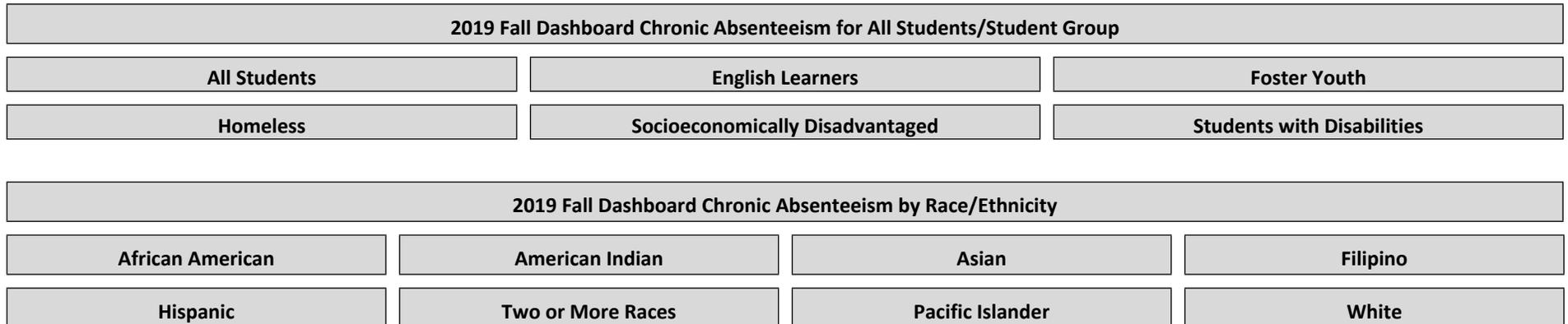
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.



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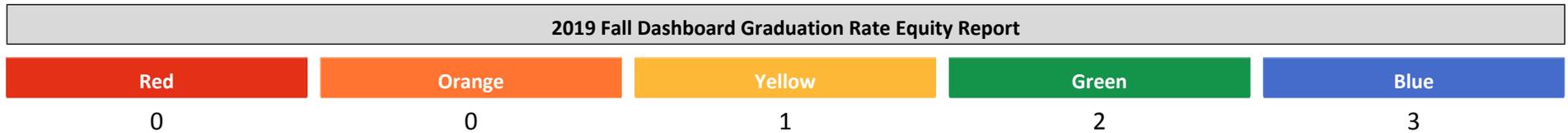
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### Academic Engagement Graduation Rate

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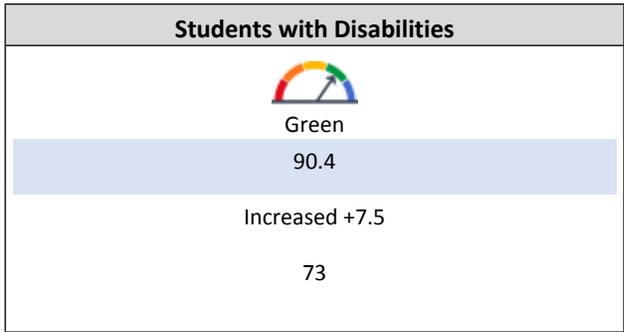
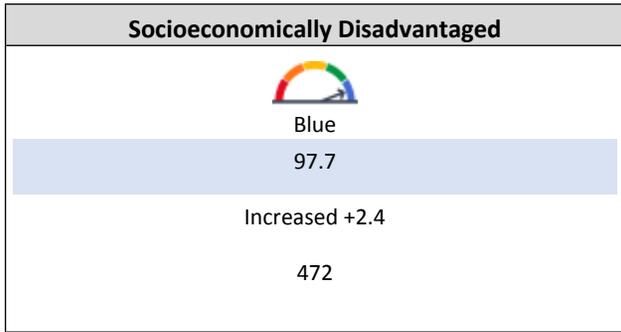
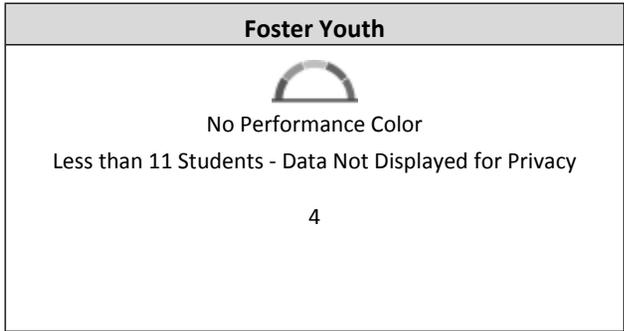
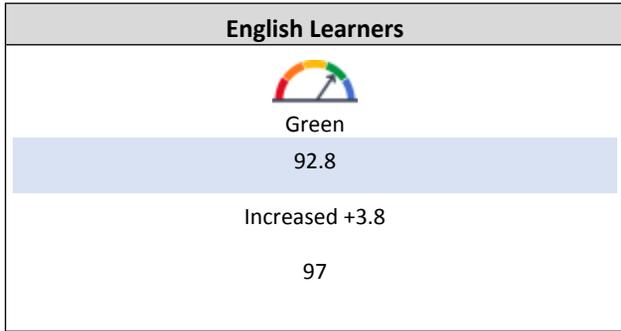
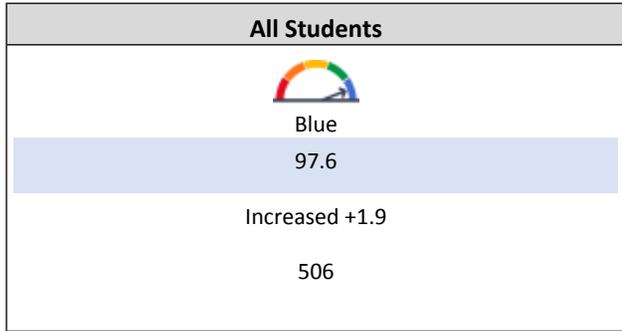


This section provides number of student groups in each color.



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

**2019 Fall Dashboard Graduation Rate for All Students/Student Group**



**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

<p><b>African American</b></p>  <p>Yellow</p> <p>94.6</p> <p>Declined -1.2</p> <p>37</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Asian</b></p>  <p>No Performance Color</p> <p>100</p> <p>15</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p><b>Hispanic</b></p>  <p>Blue</p> <p>97.9</p> <p>Increased +2.6</p> <p>433</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</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**

<b>2018</b>	<b>2019</b>
95.7	97.6

**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	453	439	2	96.90%
English Learners	85	77	1	90.60%
Foster Youth	3	*	0	*
Homeless	27	24	0	88.90%

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Socioeconomically Disadvantaged	432	419	2	97.00%
Students with Disabilities	51	42	0	82.40%
African American	22	22	1	100.00%
American Indian or Alaska Native				
Asian	7	*	0	*
Filipino	6	*	0	*
Hispanic	402	388	1	96.50%
Native Hawaiian or Pacific Islander				
White	14	14	0	100.00%
Two or More Races	2	*	0	*

**These data points indicate:**

1. From fall 2019 to 2020 graduation rate decreased by 0.7% percentage points. Indicating a need to increase counselor meetings with students to discuss their opportunities to retake classes that they failed.
2. Graduation rate for students with disabilities has declined indicating an area of need, from fall 2019 to fall 2020.
3. The graduation rate for the English Learners declined indicating this as an area of need, from fall 2019 to fall 2020.

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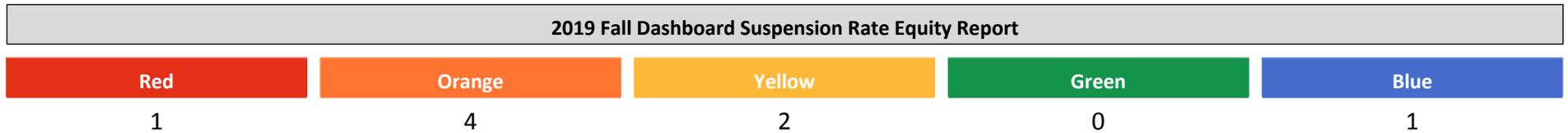
A review of the following data informs the comprehensive needs assessment.

### 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 4.9 Maintained +0.2 2228	 Orange 7.5 Increased +0.5 332	 No Performance Color 23.5 Increased +4.5 17
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 6.5 Declined -6.9 31	 Yellow 5.1 Maintained +0.1 1864	 Orange 9.3 Maintained 0 279

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 11.9 Increased +3 135	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 3.1 Increased +3.1 32	 No Performance Color 0 Declined -5.3 21
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.7 Increased +0.4 1951	 No Performance Color 6.3 Maintained 0 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 0 Declined -9.3 67

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	4.7	4.9

**These data points indicate:**

- There was an increase in the suspension rate of foster youth and English learners. In further examination of the data, the suspensions were related to possession of drugs or alcohol, mostly related to vaping.
- Overall suspension rate at Kaiser remained the same as the school has been focusing on using other means of correction.
- Suspension rate of homeless students declined. This student group worked with the counselors to support the students with their social-emotional concerns.

## 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: -0.7 10th: 0.3 11th: 0.6 12th: 2.1
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -2.1 10th: 0.2 11th: -0.5 12th: 5.1
Site Specific Measures:	
Site Specific Measures:	

#### These data points indicate:

Ninth grade students were slightly below the norm in the MAP Reading and Math. Twelfth grade students are above the norm in math by 5.1 points. These results indicate that the achievement gap for students is narrowing at Kaiser as students enter below the norm and exit above the norm.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -18.1 10th: -15.8 11th: -17.8 12th: -12.1
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -16.0 10th: -19.7 11th: -21.2 12th: -12.7
Site Specific Measures:	
Site Specific Measures:	

#### These data points indicate:

All ELs are below the norm for Map Reading and Math. This indicates a need for additional support for EL students in reading and math.

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

Language Acquisition Data – English Learners (EL)	
2018-2019 % by ELPAC Level	Level 4: 16.38% Level 3: 35.54% Level 2: 27.18% Level 1: 20.91%
2018-2019 ELPAC Listening Domain: % by Performance Level	5.23% - Well Developed 59.58% - Somewhat/Moderately Developed 35.19% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	68.29% - Well Developed 14.63% - Somewhat/Moderately Developed 17.07% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	9.76% - Well Developed 50.52% - Somewhat/Moderately Developed 39.72% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	12.20% - Well Developed 68.99% - Somewhat/Moderately Developed 18.82% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

**These data points indicate:**

Most of the students are at Level 2 and 3, while all domains are important Kaiser will focus on the listening and reading domains during the 2021-2022 school year.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	18%
Site Specific Measures:	

## Parent/Family Engagement

Site Specific Measures:

### These data points indicate:

Parent participation on school survey was low, only 18% of our families participated in the parent/family climate survey. We need to work to increase our parent participation.

## College and Career Readiness

School Metrics/Indicators	Current Outcomes
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	60%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	64%
2019-2020 DataQuest A-G Completion Rate (ALL)	60.9%
2019-2020 DataQuest A-G Completion Rate (EL)	34.2%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	50.4%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	5.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	30.3%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	3.4%
Site Specific Measures:	

### These data points indicate:

1. Kaiser AP students are passing AP exams at a rate of 60%. All students are allowed to enroll in an AP course and teachers have to work with all students and prepare them for the exam.
2. Kaiser EL students are passing AP exams at a rate of 64% as the majority are taking the AP Spanish Language exam and they are fluent in that language.
3. Kaiser's A-G rate is at 60.9% and this is attributed to only offering all A-G electives at Kaiser. Counselors work with the students and enroll them in the classes that they need to recover in order to be considered A-G.
4. SBA ELA scores have remained stable for the last couple of years. Recently, teachers have had to adapt to a change in the core curriculum with a new curriculum adoption.
5. SBA math scores have been slowly increasing the last couple of years, this can be attributed to the support the math teachers receive from the IST. Math department has regular PLC meetings to develop common lesson plans and assessments.

Behavior	
School Metrics/Indicators	Current Outcomes
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.

Kaiser High English Learners at Kaiser High School outperformed both the district and the state English Learners in Graduation rate as well as percent of student graduating CCI prepared

Graduation Rate

All Students @ Kaiser: 96.9% (2020) 97.6% (2019)

EL Students @ Kaiser: 90.6% (2020) 92.8% (2019)

% Of students Graduating CCI Prepared

All Students @ Kaiser: 56.9% (2020) 64.1% (2019)

EL Students @ Kaiser: 25% (2020) 39.1% (2019)

These measures indicate that integrated ELD services provided to students that lead to College and Career Indicator and Graduation Rate have dropped in the last year. There was a drop both in Graduation rate as well as CCI.

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

Kaiser High School currently serves 289 students classified as English Learners, they represent about 14% of the total enrollment.

46.1 % of English Learners are making progress towards English Language Literacy

41.3% of English Learners progressed at least one ELPI Level

34% of the English learners maintained ELPI level 1, 2L, 2H, 3L, 3H

92.8% of English Learners graduated an increase of 3.8

The 2018-19 SBA English language Arts data reveals we are 78.7 points below standard, but we saw a 7.3-point increase in the last assessment.

Current English Learners- 118 below standard 8.6-point increase

Reclassified English Learners- 30 points below standard 1.1-point decrease

English Only- 1.5 points above standard 3.8-point increase

The 2018-19 SBA Math data reveals we are 153 points below stand and had a 10-point decrease in the last assessment.

Current English Learners- 186 points below standard 4.6-point decrease

Reclassified English Learners- 113 points below standard 24-point decrease

English Only- 71 points below standard 5.8-point increase

As of 2020-2021 Kaiser has designated ELD courses. The students have a grade level ELD course that they take and their academic courses are in a cohort of ELD students. The students are able to get support from their teacher during the class. Long term EL students that are not enrolled in an ELD course are currently not received Language development support.

For the 2021-2022 school year Kaiser will begin to integrate ELD students in all classes. There will be a focus on professional development to support teachers on strategies that should be used with ELD students in their classes.

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

- We need to better monitor our Reclassified English Learners to provide them with extra supports and learning opportunities.
- We need to provide site wide EL specific professional development
- We need to increase our ELD class offerings to provide additional supports to our long-term English Learners

## 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><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>On the 2020-2021 Parent/Family Survey respondents indicated the following:</p> <p>Family-School Communication</p> <ul style="list-style-type: none"> <li>• 57% responded favorably (Fall)</li> <li>• 51% responded favorably (Spring)</li> <li>• 55% feel comfortable communicating with Kaiser</li> </ul> <p>Family Engagement</p> <ul style="list-style-type: none"> <li>• 46% of respondents visited Kaiser once or twice in the year</li> <li>• 16% of respondents visited Kaiser at least once a month</li> </ul> <p>School Safety</p> <ul style="list-style-type: none"> <li>• 68% responded favorably</li> </ul> <p>These results indicate that there is need to work on expanding communication with families.</p> <p>On the 2020-2021 Annual Student Climate Survey Respondents indicated the following:</p> <p>Teacher-Student Relationship</p> <ul style="list-style-type: none"> <li>• 51% responded favorably</li> <li>• 96% of students feel teachers are respectful toward them</li> </ul> <p>School Safety</p> <ul style="list-style-type: none"> <li>• 68% responded favorably</li> </ul>

## Analysis of Qualitative Data

- 77% of students don't worry about violence at Kaiser

### Sense of Belonging

- 41% responded favorably (Fall)
- 33% responded favorably (Spring)
- 16% of students feel connected to adults on campus

These results indicate that there's a need to reach out to students to help them feel a part of Kaiser and part of the school community.

Teachers provide feedback to school administrators through PLC leads, the Instructional Leadership Team (ILT), and periodic Microsoft forms surveys. Through these means teachers indicated a need for collaborative planning time, additional student support time for intervention and enrichment, and relevant professional development opportunities.

## Classroom Observations

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

Administration team averaged 13 virtual classroom observations a week. During the observations the following was noted:

- 36% Independent Practice
- 24% Guided Practice
- 22% Guided Instruction
- 14% Introduction

During classroom observations 88% of classrooms visited involved some type of checking for understanding from the teacher.

During classroom observations 83% of the time at least 75% of students were engaged in learning, 13% of teachers were leveraging the Answer-Cite-Explain (ACE) strategy, and 76% of teachers had learning intentions posted.

This data indicates a need to increase classroom observations, provide professional development to support teachers in engaging students, and increase use of schoolwide learning strategies.

## 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.

<b>Standards, Assessment, and Accountability</b>	
<p>Use of state and local assessments to modify instruction and improve student achievement (ESEA)</p>	<p>Every year our teams reflect on multiple sources of assessment data to look at how we are progressing and how we are addressing the claims.</p> <ul style="list-style-type: none"> <li>• SBA data is analyzed by departments to look for trends in student learning.</li> <li>• Data is used to modify instruction by developing common strategies to use to teach the curriculum.</li> </ul> <p>We also leverage common assessment data from standards aligned assessments created by the district office Teaching and Learning Division.</p> <ul style="list-style-type: none"> <li>• The math Instructional Support Teacher (IST) works with the department to analyze the math data to determine how to modify math instruction.</li> <li>• ELA department with with the district Teacher on Assignment to determine how to modify instruction.</li> </ul> <p>Teams analyze data and provide reteaching, error analysis and opportunities for students to retake assessments.</p> <ul style="list-style-type: none"> <li>• Both the math and the ELA department use data analysis to provide opportunities to modify instruction.</li> </ul>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>We analyze ELPAC and MAP data to ensure our students who need to be reclassified are properly identified. We leverage Scale score reports and teacher input to ensure our students are properly placed and receiving appropriate ELD supports.</p> <ul style="list-style-type: none"> <li>• Students are placed in appropriate ELD courses based on their ELPAC scores.</li> <li>• Students have conversations with the ELD coordinator to help them understand how to reclassify.</li> <li>• Long term EL students are currently not enrolled in ELD classes, they are enrolled in reading comprehension classes.</li> </ul>
<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>Our School Site Council progress monitors the implementation and progress toward accomplishing our program goals. We target our low-achieving students and those at risk of not meeting state academic content standards for our programs that provide extra supports.</p> <ul style="list-style-type: none"> <li>• Data is collected and analyzed by the members of SSC to monitor the progress of SPSA goals. Conversations are held during SSC meetings of data that should be collected to better understand how low-achieving students are being supported to meet state academic standards.</li> <li>• SSC has discussions on how to better support our at-risk population.</li> <li>• ELAC representative reports to SSC on the needs of EL students.</li> </ul> <p>Data discussion during PLC meetings to discuss student progress in the department. Determine the resources needed to support the students and their progress. They develop strategies that can be used to support low-achieving students.</p> <ul style="list-style-type: none"> <li>• Students are given the opportunity to attend tutoring with the teachers to ask questions and to better understand the curriculum</li> <li>• Teachers give opportunity to the students to review the material covered in test and be able to retake exams to show their knowledge</li> </ul>

<b>Standards, Assessment, and Accountability</b>	
<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>EL Coordinator monitors the students and holds conversations with the students about their accomplishments.</p> <p>EL Coordinator meets with ELAC members to discuss EL data</p> <ul style="list-style-type: none"> <li>• During the ELAC meetings there are discussions about how to better support EL students and their language development.</li> <li>• ELAC analyze data and provide SSC with recommendations on how to support ELs</li> </ul> <p>Missing discussion in the ELD department to discuss how to better support low-achieving EL students.</p>
<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Professional development for EL teachers on differentiated instruction that meets student's needs.</li> <li>• Site needs to develop an ELD student intervention team that focuses on how to support students that are considered long term ELs.</li> <li>• Long term ELs need to be provided with ALD instead of reading comprehension classes.</li> <li>• Teacher hourly rate to allow teachers to meet to analyze data and have data chats with students and provide them with needed resources.</li> <li>• ELD department should have ongoing conversations on how to support low-achieving EL students and present their ideas with ELAC members.</li> </ul>	

<b>Staffing and Professional Development</b>	
<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>District and site are focusing staff development on Teacher Clarity based off the research from the meta-analysis of John Hattie’s Visible Learning. We also continue to build teacher capacity with technology professional development and Project Based Learning. School site is utilizing ILT to reach all teachers in each department to have visible learning. With a focus on Success Criteria and Learning Intentions.</p>
<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>Our teachers are provided with instructional assistance and supports from ELA, and Science TOAs and from our site Math Intervention Support Teacher as well as district office TOAs. In addition, we provide teachers with professional development opportunities to help develop their craft.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Teachers are provided pull out days quarterly to look over data, plan for upcoming units and share best practices. PLCs are also provided some admin directed days to collaborate. Teachers were compensated additional hours provided additional time after school to collaborate for upcoming instruction as well as reflect on instruction and share best practices based on data from common assessments. PLC groups meet and analyze data and use that data to inform instruction. TOA’s provide support during meetings and help to gather data.</p>
<p><b>Identified Needs based on Findings:</b></p>	

## Staffing and Professional Development

Teachers need more time than ever to collaborate and develop as consumers and users of data. With our 1 to 1 implementation our teachers need continuous professional development on how to leverage tech tools for planning, delivering instruction, analyzing data, and collaborating with their teams. Teachers are also going to require more training on how to differentiate instruction, support our EL and special education students, and develop culturally responsive pedagogy.

## Teaching and Learning

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

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

9-12th

English - SpringBoard

Math - HMH- Integrated California and Discovery Math Techbook

Science - Pearson- Biology, Glencoe- Chemistry, Holt, Rinehart & Winston- Earth Science

Social Science - McGraw - Hill

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.

In English Language Arts our curriculum and instruction are aligned to the content and performance standards as evaluated by Edreports.org. Our Math textbook is not aligned to the content and performance standards; however, teachers are provided with high quality assessments to help guide instruction that meets the level of rigor stated in the content and performance standards. Our Science and Social Studies curriculum is still developing as are our instructional practices.

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.

Teachers district adopted materials for all content areas except Science. Science has materials and TOA that support with instructional materials. In addition, the district has purchased online supplementary materials for Math and Social Studies. English textbooks are available online with Springboard online platform.

## Teaching and Learning

### 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.

Teachers need to continue to build expertise in creating learning targets and success criteria.

Teachers need more time and support mastering the content/performance standards and frameworks for their area of instruction. Social Studies and Science teachers need more opportunities to receive professional development and collaboration.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Kaiser offers a homework support program that helps underperforming students meet standards. This program is offered after school during the regular school year.

- Homework support hours are in a small group setting. Most of the sessions are less than 10 students.
- Students attend these sessions and are able to ask teachers questions that they have about their classwork as well as their assessments.
- Program is voluntary

Student study team holds meeting with the parents, counselor, and teachers of the students that are underperforming.

- Students are signed up for homework support program
- Students that raise their GPA by 0.5 points are recognized in Kaiser Renaissance event that is held every semester. This is to encourage the students that are underperforming.

Summer bridge program is ran to invite incoming 9th grade students that have a history of underperforming.

- Students that complete the program receive 10 credits, giving them an opportunity to have be ahead of credits prior to beginning high school.
- Program focuses on math skills and study skills that the students can use while they are in high school.

Student groups for whom there exist disparities in achievement and summary of the root causes.

English Language Arts

- Students with disabilities are 122.1 points below standard based on SBA
- EL Students are 78.7 points below standard based on SBA

Mathematics

- Students with disabilities are 205.1 points below standard based on SBA
- EL students are 153.2 points below standard based on SBA

### Opportunity and Equal Educational Access

	<p>Students with disabilities were previously enrolled in small setting classes and did not always receive all the curriculum that general education students received.</p> <ul style="list-style-type: none"> <li>• Students with disabilities do not have access to all of the curriculum but are expected to perform the same as the general education students.</li> </ul> <p>EL Students are lacking skills needed to be English Proficient.</p> <ul style="list-style-type: none"> <li>• Language is not taught across the curriculum, therefore EL students struggle academically.</li> </ul>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>The needs of all children have not been met by the SPSA Actions/Services implemented. The actions have support student learning of underperforming students, but there is still a discrepancy when looking at the data of EL students and students with disabilities.</p> <ul style="list-style-type: none"> <li>• Based on the data 46.1% of the EL students are making progress by increasing at least one ELPI level. These students are also graduating. EL students are still in considerable need as they are still below standard in both English and Mathematics.</li> <li>• EL students need further support in language development across the curriculum.</li> </ul> <p>Students with disabilities are also in need of language and academic skills.</p> <ul style="list-style-type: none"> <li>• They need to be provided with targeted opportunities that focus on the skills they need in order to become proficient.</li> </ul>

<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>• Provide continued support through targeted tutoring, homework support, intervention support.</li> <li>• Need to offer additional tutor support hours for students made available to them when they are in need, not just during scheduled hours.</li> <li>• Provide professional development to EL teachers that will provide them with strategies on how to better support the needs of EL students.</li> </ul>	
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### Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>We provide parents with multiple classes on campus.</p> <ul style="list-style-type: none"> <li>• Computer classes</li> <li>• GED classes</li> <li>• English classes</li> </ul> <p>We also commit to sending our parents to different trainings and conferences to help them better understand what is needed for their students to be successful.</p> <p>We invite parents with their high school student to attend college campus visits. Both parents and student can visit the</p>
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## Parental Engagement

campus and ask questions.

Hold monthly Coffee with the Principal meetings – discuss school concerns. Parents can ask questions that are relevant to their child.

- Graduation Rate – discussion on student support to increase graduation rate
- A-G Rate – discussion on Kaiser’s vision to assure that students are A-G and are can apply for college their senior year

### Identified Needs based on Findings:

- Increase parent participation at school events held for parents.
- Continue to provide relevant workshops for parents that provide them with resources that they would need to support their children at home.
- Need to provide alternative method of parents to have college tours.

## Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>Site General and SupC funds support are used to support the needs of underperforming students.</p> <ul style="list-style-type: none"> <li>• Awards and incentives - we hold a renaissance event once a semester and celebrate high achieving students as well as students that have made an increase of 0.5 in their GPA. It is evident that the students with low GPAs work hard to be able to participate in this event.</li> <li>• AVID tutors - tutors work with our underperforming student to support them in the classes that they are struggling to pass. The tutors meet with the students twice a week as well as any time after school.</li> <li>• Wellness center - many of our underperforming students also struggle with social-emotional problems. In the wellness center the students are able to find a space to relax and to talk about their problems.</li> <li>• Professional development and travel expenses - in order to better prepare teacher and staff to support underperforming students we provide professional development to the teachers. We also send the teachers and counselors to conferences that focus on supporting student needs to achieve standards.</li> <li>• Additional teacher hourly for: lesson planning, data analysis, common assessment development - Departments work together during PLC time to develop common assessments and common lessons. During these meetings they focus on the data and determine the focus curriculum for the teachers to support students that are not meeting standard.</li> <li>• Summer Bridge - select incoming 9th graders are invited to attend a 4 week summer bridge session at Kaiser. The focus of this program is to help underperforming students to learn study skills and math skills that they will need to be able to meet standard.</li> </ul>
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<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>The following Title 1 services are provided to our underperforming students</p>
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### Funding

- Homework support - students are able to attend homework support when they are struggling with the content that is being taught by their teachers. During this time they can review material that was covered during the class as well as questions about the assessments that they were given. This provides students with a smaller setting to be able to ask any questions to the teachers.
- Additional teacher hourly for: lesson planning, data analysis, common assessment development - Departments work together during PLC time to develop common assessments and common lessons. During these meetings they focus on the data and determine the focus curriculum for the teachers to support students that are not meeting standard.
- District provides an IST for math that works directly with the math department. Together with the math PLCs they analyze assessment data to determine the needs of Kaiser students. The math IST supports the teachers to develop lessons that target the needs of the students.
- Additional math intervention teacher is provided by the district to support the needs of students in IM3. This gives Kaiser an opportunity to decrease the class size and be able to focus on the needs of underperforming students.
- A targeted ELA intervention teacher is provided by the district that teaches College and Career Literacy. Students are selected based on their MAP ELA scores, and ELA grades to take this class. This class helps them with the reading comprehension skills.

### Identified Needs based on Findings:

We need to spend our State and Federal Funds on:

- Services for English learners including bilingual instructional aides
- Social Emotional Learning supports for all students
- Extended learning opportunities for students beyond the school day
- Extended learning opportunities for students during the summer

### 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 progress monitor SPSA actions and services. Targeted tutoring was substantially implemented with 127 students participating. PLC time was negatively affected by the distance hybrid learning, SSC is adamant of continuing for the next year.

In April, SSC met to develop SPSA actions and services based on progress monitoring and the anticipated needs of students. ELAC's input was to offer counseling and SEL support to our EL students in particular. SSC expressed a need for a college career fair, field trips to increase CCI.

In May, SSC met to review and approve the 2021-2022 SPSA.

**Stakeholder Involvement**

**Identified Needs based on Findings:**

- Need to increase parent participation at SSC and ELAC meetings
- Continued alignment for WASC findings and SPSA
- We need to develop a process that allows for a discussion with ELD parents on their student needs

**Resource Inequities**

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

Areas of concern

- Socioemotional student needs
- English language learners not making progress
- Special education student services
- Increase percent of fails that students are receiving in their classes

## SWP Requirements

<b>SWP Requirements:</b> [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:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ul style="list-style-type: none"> <li>• PLCs will meet to develop common lessons and assessments in order to address State academic standards. As well as analyze data that is relevant to their PLC. Teachers will disaggregate sub-group data and strategize how to better serve subgroups based on the data.</li> <li>• Provide unlimited 24 hours a day, 7 days a week tutoring service (Paper Tutoring).</li> <li>• Provide professional development that focuses on how to incorporate PBL and AVID to increase student achievement .</li> <li>• Provide targeted tutoring for students based on teacher recommendation focusing on standards covered in class.</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs (Bi-weekly, Aug. 2021 - May 2022)</li> <li>• Professional development (Aug. 2021 - May 2022)</li> <li>• Tutoring (Twice a week, Sept. 2021 - May2022)</li> </ul>
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	<ul style="list-style-type: none"> <li>• Further incorporate PBL strategies into all content areas. Provide opportunities for cross curricular PBL projects.</li> <li>• Focus on culturally responsive pedagogy to address struggling sub-groups; Subconscious Bias training.</li> <li>• PLCs will meet to develop common lessons and assessments to address State academic standards</li> <li>• Provide unlimited 24 hours a day, 7 days a week tutoring service (Paper Tutoring)</li> </ul>	<ul style="list-style-type: none"> <li>• PBL (Aug. 2021 - May 2022)</li> <li>• Culturally Responsive Pedagogy (Aug. 2021 - May 2022)</li> <li>• PLC (Aug. 2021 - May 2022)</li> </ul>
Address the needs of all children in the school, but particularly the needs of those at risk of not	<ul style="list-style-type: none"> <li>• The use of ACE (Answer Cite Explain) strategy to strengthen writing in the classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• ACE (Aug. 2021 - May 2022)</li> </ul>

<p>meeting the challenging State academic standards</p>	<ul style="list-style-type: none"> <li>• Small group instruction to provide differentiated supports for flexible groupings of students</li> <li>• Provide intervention after school for students that are not meeting standards and strategically address the needs of specific students</li> <li>• Provide targeted tutoring to students that need additional support in math and English courses as well as students in APEX</li> <li>• Provide unlimited 24 hours a day, 7 days a week tutoring service (Paper Tutoring)</li> <li>• Credit recovery program for students that are credit deficient</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group instruction (Sept. 2021 - May 2022)</li> <li>• After school intervention (Sept. 2021 - May 2022)</li> <li>• Tutoring (Twice a week, Sept. 2021 - May 2022)</li> <li>• Credit Recovery (Oct. 2021 - May 2022)</li> </ul>
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## 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)	1.1	>= 9.1
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-70.7	>= -55.7
Fall 2020 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -0.7 10th: 0.3 11th: 0.6 12th: 2.1	9th: >= -0.2 10th: >= 0.3 11th: >= 0.6 12th: >= 2.1
Fall 2020 MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -2.1 10th: 0.2 11th: -0.5 12th: 5.1	9th: >= -1.6 10th: >= 0.2 11th: >= 0.0 12th: >= 5.1
2020-2021 Household Participation Rate on Parent/Family Climate Survey	18%	>= 25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>SBA Math data indicates that 9-12 grade students need to build skills in Problem Solving and Modeling &amp; Data Analysis.</li> <li>SBA ELA and ELPAC data indicates that EL students need to build listening skills.</li> <li>Suspension data indicates a rise in suspension of students therefore there's a need to provide extended learning opportunities for students to be able to focus attention.</li> <li>Parent/Family Climate survey data indicates a need to further involve parents in becoming active partners with Kaiser in educating their children.</li> </ul>
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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 additional time for staff to function as PLCs (ILT, grade level, Dept.) to develop common lessons and assessments.	<ul style="list-style-type: none"> <li>Sign in Sheets</li> </ul>	All Students	Math IST Teachers Principal	15000	7000

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"> <li>Substitute coverage</li> <li>Certificated hourly pay</li> <li>Classified hourly pay</li> <li>Printing</li> </ul>	<ul style="list-style-type: none"> <li>Class visits</li> </ul>		Assistant Principals		
<p>1B. Enrich the learning experience to reinforce students' learning.</p> <ul style="list-style-type: none"> <li>Instructional supplies</li> <li>Instructional software and related training costs</li> <li>Hands on STEAM activities/kits</li> <li>High interest books</li> <li>Teacher additional hourly</li> </ul>	<ul style="list-style-type: none"> <li>Classroom visits</li> <li>Software reports</li> <li>Student Grades</li> </ul>	All Students	Teachers Principal Assistant Principals	57054	2000
<p>1C. Implement small group differentiated instruction with blended learning to meet academic standards and complete assignments.</p> <ul style="list-style-type: none"> <li>Instructional resources</li> <li>College tutors hourly</li> <li>Instructional software</li> </ul>	- Grade comparison of participating students	All Students	AVID Coordinator Teachers College tutors	25000	5000
<p>1D. Provide homework help to assist students with correctly completing homework and projects.</p> <ul style="list-style-type: none"> <li>Teacher additional hourly</li> <li>Classified additional hourly</li> <li>Instructional Supplies</li> </ul>	<ul style="list-style-type: none"> <li>Sign in Sheets</li> <li>D/F ratio of semester grades</li> </ul>	All Students	Teachers	10000	1000
<p>1E. Implement a Summer Bridge Program for incoming 9th graders to target skill deficits in literacy, math, attendance and/or behavior</p> <ul style="list-style-type: none"> <li>Teacher hourly</li> </ul>	<ul style="list-style-type: none"> <li>Summer Bridge</li> </ul>	Select incoming 9th graders	Summer Bridge Coordinator Summer Bridge Teachers	50000	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"> <li>Classified hourly</li> <li>Instructional supplies</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> <li>Student Surveys</li> <li>9th grade 1st semester grades</li> </ul>				
<p>1F. Recognize student academic achievement to encourage students to achieve academically.</p> <ul style="list-style-type: none"> <li>Certificate paper</li> <li>Medals</li> <li>Printing costs</li> <li>Educationally related awards</li> </ul>	- Students receiving academic awards	All students	ASB Director Counselors	5000	5000
<p>1G. Provide targeted tutoring to students that are not progressing in math and English classes.</p> <ul style="list-style-type: none"> <li>Teacher hourly</li> <li>Classified hourly</li> </ul>	<ul style="list-style-type: none"> <li>Student grades</li> <li>D/F ratio for participating students</li> </ul>	Students recommended by teachers	College Career Coordinator Teacher	18680	0
<p>1H. Provide educational training/workshops/conferences to empower parents and provide them support for their students education.</p> <ul style="list-style-type: none"> <li>Workshops, Consultants, Trainings and College Visits</li> <li>Child Care</li> <li>Supplemental supplies</li> </ul>	<ul style="list-style-type: none"> <li>Parent Sign In</li> <li>Parent Surveys</li> </ul>	All Students	School Outreach Liaison	7000	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"> <li>Computers for parents to use for training/workshops</li> <li>Conference/Registration Fees and travel</li> </ul>					
<p>1I. Hold parent conferences with EL students to review ELPAC scores, EL progress monitoring, and hold discussions on how students can reclassify.</p> <ul style="list-style-type: none"> <li>Certificated hourly pay</li> </ul>	- Parent Sign In	EL Students	ELD coordinator ELD Teachers	2500	0
<p>1J. Provide professional development for staff to increase technology skills, and learn effective research-based strategies that support student academic achievement.</p> <ul style="list-style-type: none"> <li>Substitute coverage</li> <li>Certificated hourly pay</li> <li>Classified hourly pay</li> <li>Professional reading/books</li> <li>Consultant Fees</li> <li>PD Materials</li> <li>Printing Costs</li> <li>Conference and Travel</li> <li>AVID conferences and workshops</li> </ul>	<ul style="list-style-type: none"> <li>Sign in Sheets</li> <li>Class observations</li> <li>Teacher survey</li> </ul>	All Students	Math IST Teachers Principal Assistant Principals	15000	5000
<p>1K. Provide academic and socioemotional support through tutorial services and team-building activities for all 9th graders mentored by upperclassmen.</p> <ul style="list-style-type: none"> <li>Certificated hourly</li> <li>Conference and travel fees</li> </ul>	- 9th Grade Grades	9th grade students	Link Crew Advisors Counselors	0	5000
<p>1L. Provide leadership training to students and staff to promote positive school climate.</p>	- Student Surveys	All Students	ASB Director	0	5000

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"> <li>• Conference and travel fees</li> <li>• Instructional supplies</li> </ul>					
<b>Total Estimated Cost for This Goal:</b>				205,234	35,000

## 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 EIs: English Learners will demonstrate improved academic growth and achievement in mathematics through the use of academic language.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-78.7	>= -63.7
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-153.2	>= -138.2
Fall 2020 MAP Growth Reading (EL): Average Distance from Norm (DFN)	9th: -18.1 10th: -15.8 11th: -17.8 12th: -12.1	9th: >= -17.6 10th: >= -15.3 11th: >= -17.3 12th: >= -11.6
Fall 2020 MAP Growth Math (EL): Average Distance from Norm (DFN)	9th: -16.0 10th: -19.7 11th: -21.2 12th: -12.7	9th: >= -15.5 10th: >= -19.2 11th: >= -20.7 12th: >= -12.2

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>SBA math data indicates that EL Students are 153.2 points below standard and in need of building math skills that focus on concepts and procedures.</li> <li>MAP math data indicates that EL Students are 16 (9th grade), 19.7 (10th grade), 21.2 (11th grade), 12.7 (12th grade) distance from Norm and need of further developing their academic language to understand the test that they are taking.</li> </ul>
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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 targeted tutoring to EL students that are not making progress in their math classes. <ul style="list-style-type: none"> <li>Teacher hourly</li> <li>Classified hourly</li> <li>Tutor monitors</li> </ul>	<ul style="list-style-type: none"> <li>Student Participants</li> <li>Grades of participants</li> </ul>	EL students that are identified by their math teachers as needing support.	College Career Coordinator EL Teachers Tutors	5000	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
1aB. Provide professional development on how to incorporate academic language and tiered language strategies in mathematics <ul style="list-style-type: none"> <li>• Teacher hourly</li> <li>• Conference and travel</li> <li>• Substitute coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• Staff Survey</li> <li>• Class visits</li> </ul>	English learners	Teachers	5000	0
<b>Total Estimated Cost for This Goal:</b>				10,000	0

## 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 in their productive language by developing their academic listening and writing skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	46.1%	>= 49.1%

<b>Identified Need(s):</b>	- % of EL students making progress towards English proficiency data indicate that there is a need to build listening and writing skills.
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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 how to incorporate academic language and tiered language strategies in all content areas <ul style="list-style-type: none"> <li>• Teacher hourly</li> <li>• Conference and travel</li> <li>• Substitute coverage</li> </ul>	Sign in Sheets Staff Survey Class visits	EL Students	Teachers	Refer to Goal 1AB	0
1bB. Implement small group differentiated instruction with blended learning <ul style="list-style-type: none"> <li>• Software and instructional materials</li> <li>• Bilingual College Tutors</li> </ul>	Interim assessments	EL Students	EL Teachers EL Coordinator	8000	0
<b>Total Estimated Cost for This Goal:</b>				8,000	0

**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)	96.9%	>=97.4%
2019-2020 DataQuest Graduation Rate (EL)	90.5%	>=91.0%
2019-2020 % of Students "Prepared" for College and Career (ALL)	56.9%	>=60.9%
2019-2020 % of Students "Prepared" for College and Career (EL)	25.0%	>=29.0%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	60%	>=64%
2019-2020 AP/IB Exam Pass Rate for Advanced Coursework (EL)	64%	>=68%
2019-2020 DataQuest A-G Completion Rate (ALL)	60.9%	>=65.9%
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)	50.4%	>= 53.4%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	5.1%	>=8.1%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	30.3%	>= 33.3%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	3.4%	>=6.4%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>DataQuest A-G Completion Rate indicates a rate of 61.6%, requiring a need for counseling sessions with students that are not meeting A-G requirements</li> <li>College submission data indicates a need for students to apply to 4 year universities.</li> </ul>
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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 counseling support to students in meeting graduation requirements, A-G requirements, FAFSA requirements and summer school support. <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Classified Hourly</li> </ul>	<ul style="list-style-type: none"> <li>• A-G Rate</li> <li>• CCI</li> <li>• FAFSA Completion Rate</li> </ul>	All Students	Principal Assistant Principal Counselor	8000	2000
3B. Provide parents with an opportunity to visit college campuses with their students to broaden a college going awareness. <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Printing Costs</li> <li>• Folders and participation materials</li> </ul>	- Parent Sign In	All students	Principal Assistant Principal School Outreach Liaison	2000	1000
3C. Provide extended day opportunities for students to help recover credits. <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Classified Hourly</li> <li>• APEX licenses</li> <li>• Technology (headphones, keyboards, mice, speakers)</li> </ul>	<ul style="list-style-type: none"> <li>• A-G Rate</li> <li>• Q Grades</li> <li>• APEX grades/attendance</li> </ul>	All Students	Counselors Teachers	15000	2000
3D. Provide extended learning opportunities for students enrolled in an AP course to help them review and preview the curriculum taught in AP courses. <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Classified Hourly</li> <li>• Instructional Supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Student Sign in</li> <li>• AP Exam Pass Rate</li> </ul>	AP Students	College Career Coordinator		18200
3E. Promote culture of academic achievement by providing college entrance exam preparation to increase SAT scores. <ul style="list-style-type: none"> <li>• Consulting test prep</li> </ul>	- SAT Scores	11th and 12th grade students	College Career Coordinator		5000

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"> <li>• Certificated hourly</li> </ul>					
3F. Provide College and Career Fair to increase the percent of students that are CCI Prepared and A-G <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Classified Hourly</li> <li>• Printing Services</li> </ul>	- Student Sign in	All Students	College Career Coordinator Teachers Administration		5000
3G. Provide counseling support to EL students to support them with acculturation and social emotional concerns. <ul style="list-style-type: none"> <li>• Certificated Hourly</li> <li>• Classified Hourly</li> </ul>	- Student Sign in	EL Students	EL Coordinator		3000
3H. Provide EL students with an opportunity to visit college campuses, museums, public sector and culture and climate to broaden their college and career awareness <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Entrance/ Registration Fees</li> <li>• Substitute costs</li> </ul>	<ul style="list-style-type: none"> <li>• Student Sign in</li> <li>• Student Survey</li> </ul>	EL Students	Counselors EL Coordinator	2000	1000
3I. Provide students with an opportunity to visit college campuses, museums, public sector and culture and climate to broaden their college and career awareness	<ul style="list-style-type: none"> <li>• Student Sign In</li> <li>• Student Survey</li> </ul>	All Students	Teachers Administration		9909
<b>Total Estimated Cost for This Goal:</b>				27,000	47,109

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1E. Implement a Summer Bridge Program for incoming 9th graders to target skill deficits in literacy, math, attendance and/or behavior</p> <ul style="list-style-type: none"> <li>• Teacher hourly</li> <li>• Classified hourly</li> <li>• Instructional supplies</li> </ul>	9th Grade Students	25000	Principal Assistant Principals
<p>1H. Provide educational training/workshops to empower parents and provide them support for their students education</p> <ul style="list-style-type: none"> <li>• Workshops, Conferences, Trainings and College Visits</li> <li>• Child Care</li> <li>• Supplemental supplies</li> <li>• Computers for parents to use for training/workshops</li> </ul>	Pupils of participating parents	10000	Community Outreach Liaison
<p>1M. Provide a makerspace center in the library to reinforce content skills through hands on learning.</p> <ul style="list-style-type: none"> <li>• Instructional manipulatives, games, activities</li> <li>• Organizational tools (bookshelves, bins)</li> <li>• Library books</li> <li>• Supplemental materials</li> </ul>	All Students	20000	Teacher librarian

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$140,347
X	<b>Title I, Part A: Carryover</b>	\$109,887
X	<b>Title I, Part A: Parent and Family Engagement</b> 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).	\$6,264
X	<b>Supplemental Concentration (SUPC) Allocation</b> 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)	\$82,109
	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		332,343
<b>Total amount of state funds spent (SUPC)</b>		82,109
<b>Total amount of federal funds spent (Title I)</b>		250,234
<b>Total amount of state and federal funds spent</b>		332,343
<b>Balance</b>		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
Terry Abernathy	Principal	Not-Applicable	Not-Applicable	1
Irma Castillo	Classroom Teacher	1 years	June 2022	1
Brenda Alvarenga	Classroom Teacher	1 years	June 2022	1
Erik Marroquin	Classroom Teacher	2 years	June 2021	1
Robert Gandapermana	Classroom Teacher	2 years	June 2021	1
Rachel Flores	Other Staff Member (Specify): Clerical	2 years	June 2021	1
Alma Maciel	Parent/Community Member	2 years	June 2021	1
Maria Guadalupe Vega	Parent/Community Member	2 years	June 2021	1
Evelyn Hernandez	Parent/Community Member	2 years	June 2021	1
Elizabeth Almaraz	Student Member	1 year	June 2021	1
Jacqueline Estrada	Student Member	1 year	June 2021	1
Andrea Garcia Ruiz	Student Member	1 year	June 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**

*Hernan Beltran*

**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 4/28/2021.

Attested:



Principal, Terry Abernathy on 4/28/2021



SSC Chairperson, Robert Gandapermana on 4/28/2021