

# 2024-2025 School Plan for Student

## 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	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA (ALL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 9.2 (2021-2022)</li> </ul>	10.1	10.1
Smarter Balanced Assessment Math (ALL): Average Distance from Standard (DFS)	<ul style="list-style-type: none"> <li>• 108.6 (2021-2022)</li> </ul>	-113.1	-110.1
Fall MAP Growth Reading (ALL): Average Distance from Norm (DFN)	9th: -4.9 10th: -7.7 11th: -5.8 12th: -6.0	9th: -9.0 10th: -5.8 11th: -6.0 12th: -6.5	9th: -8.5 10th: -5.3 11th: -5.5 12th: -6.0
Fall MAP Growth Math (ALL): Average Distance from Norm (DFN)	9th: -8.5 10th: -10.8 11th: -10.2 12th: -7.4	9th: -11.6 10th: -8.0 11th: -8.8 12th: -8.1	9th: -11.1 10th: -7.5 11th: -8.3 12th: -7.6
MAP Growth Reading (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	-0.08	-0.09	>= 0
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.03	0.16	>= 0

### CAASPP Data Analysis (Distance from Standard) – ALL Students

Achievement Trends:

- On average, Fohi students are scoring above standard (+10.3 DFS) which is about 19 points above the district average in ELA. All-students (+10.3 DFS), Hispanics (+10.2 DFS) and SED (+8.1 DFS) scores were fairly close in ELA. While our other major student groups, EL (-111.7 DFS) and SWD (-139.2 DFS) scored significantly lower than our All-Student group in ELA.
- Fohi students are scoring below standard (-113.1 DFS), which is about 10.8 points below the district's average in math.
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- Students with Disabilities 149 0.pl BDoInl BDds belol BDw the A PI

Identified Areas of Strength:

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## CA Dashboard Analysis (Academic Indicator) - ALL Students

### ELA

- English Learners (orange), Homeless, and Students with Disabilities (orange) are underperforming compared to "All-Student" (green).
- Underperforming groups that increased the achievement gap with "All-Students" include English Learners.
- English Learners and Students with Disabilities have an orange performance level compared to green for All Students.

### Math

- English Learners are underperforming compared to "All-Students".
- Underperforming groups that increased the achievement gap with "All-Students" include English Learners and Homeless.
- English Learners have a red performance level compared to orange for All Students.

### Problem Statements and Root Cause Analysis for Red Dashboard Indicators

Fontana High School has not been identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) for the 2024-2025 school year under ESSA requirements.

English Learners are demonstrating very low achievement in math and showed a decline from the prior year with a red performance level on the Dashboard.

- Identified Root Cause: Protocols and practices to provide effective language development and language supports within math instruction have not been established or consistently implemented.

## Site Measures for Evaluating Actions/Services

### Description of Site-Specific Data Collected for Progress-Monitoring

Action 1A, number of students who attended the tutoring program and were surveyed how useful the program was. We saw an increase of students using the tutoring services and based upon the student survey results, found it to be very useful. Students would like to see this increase from 3 days a week to 5 days a week.

Action 1B, comparing the a-g rate of AVID and non-AVID students, clearly the AVID students' grades were much better than the non-AVID students.

Action 1C, parent surveys indicate that parents continue to request additional resources to help navigate their children through the educational system and post-secondary options.

Action 1D, the number of students who have accessed our CSSPs have increased significantly from the previous year. There continues to be a need for SEL for our students. However, the CSSP (one left in the first semester and we were not allowed to refill the position) position will not be allowed to carry over into next year, we will still utilize other SEL services.

### Identified Areas of Strength:

Action 1A, student responses indicate they are grateful that there is tutoring available to them.

Site Measures for Evaluating Actions/Services

Action 1B, a-g rate data indicates the tutoring component in the AVID program is an integral part of their success.  
 Action 1D, the SEL needs of our students and how many are able to have access to our CSSPs is critical for their well-being.

Identified Needs (Areas for Growth):

Action 1A, need to develop a plan to increase attendance in the tutoring program and summer bridge.  
 Action 1B, need to increase parent involvement in attending school meetings, workshops and trainings.  
 Action 1C, need to identify other SEL services for our students.  
 Action 1G, need to continue with professional development for staff members to increase student achievement.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

- Professional development to build literacy in reading and comprehension in all content areas.
- Professional development to make mathematical concepts and mathematical procedures easier for students to understand (concrete to abstract).
- Social-emotional learning (SEL)
- Differentiated instruction and extended learning opportunities.
- Multiple methods of communication between parents and the school.
- Parent education opportunities

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
1A Provide tutoring and academic support during and outside the school day to meet academic standards, reinforce learning and complete assignments.  * Certificated hourly * Classified hourly * Flexible seating * Instructional materials and organizational supplies * Printing costs, paper and other materials	* Numbers of students served  * A-G rates for AVID and non-AVID students				

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
<p>Revised pending approval 12/18/24 1B Provide parent trainings/workshops to focus on supporting their child's academic achievement, social emotional and navigating the educational system.</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Workshops/Conference fees and travel related expenses</li> <li>* Childcare</li> <li>* Consultant/Contracted services and materials</li> <li>* Supplemental materials, books, and supplies</li> <li>* Printing costs</li> <li>* Student planners</li> <li>* Technology (printers, computers, projectors)</li> <li>* Organizational Supplies</li> </ul>	<ul style="list-style-type: none"> <li>* Parent Surveys</li> <li>* Sign-in Sheets (# participants)</li> <li>* District Benchmarks</li> </ul>	Students of Participating Parents	Principal School Outreach Liaison Bilingual community Aide	\$13,857.00	
<p>1C Provide social-emotional and/or behavioral counseling supports, and peer mentoring to remove barriers impeding academic achievement.</p> <ul style="list-style-type: none"> <li>* Certificated hourly</li> <li>* Classified hourly</li> <li>* Substitute costs</li> <li>* Intervention specialist position</li> <li>* Consultant/Contracted Services and other related expenses</li> <li>* SEL support and materials</li> <li>* Conferences/Workshops, registration, fees, books and other travel expenses</li> <li>* Instructional books and resources</li> <li>* Supplemental supplies and materials</li> </ul>	<ul style="list-style-type: none"> <li>* Student Sign-in Sheets (# students served)</li> <li>* Student grades</li> <li>* District Benchmarks</li> </ul>	Tier 2 and 3 Students	Assistant Principal Counselors Link Crew/Peer Leading/GIP Teachers	\$58,974.00	



2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC





## 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

How does the EL Student Group achievement compare to the ALL-Student Group?

- In ELA, English Learners have an average Distance from Standard of -111.7 which is below the All-Student group (+10.3).
- In math, English Learners have an average Distance from Standard of -204.6 which is below the All-Student group (-113.1).

How does the EL Student Group growth compare to the ALL-Student Group?

- In ELA, English Learners improved in Distance from Standard by +14.4 points while the All-Student group improved by +19.5 points, still widening the achievement gap.
- In math, English Learners improved in Distance from Standard by +0.4 points, while the All-Student group declined -4.5 points from the previous year. While this slightly narrowed the achievement gap, there remains a large gap between the English Learners and All-Student group.

## MAP Data Analysis – EL Students

How does the EL Student Group growth compare to the ALL-Student Group?

- In ELA, English Learners (-0.03) and the All-Student group (-0.09) made about the same growth but did not make expected growth, thus maintained the achievement gap.
- In math, English Learners (0.24) and the All-Student group (0.16) made similar growth and made expected growth, thus maintained the achievement gap.

Identified Areas of Strength:

- The Vocabulary goal area is a relative strength in reading for English Learners.
- The Real and Complex Number System goal area is a relative strength in math for English Learners.

Identified Needs (Areas for Growth):

- The Informational Text goal area is the greatest area of need in reading for English Learners.
- The Statistics and Probability goal area is the greatest area of need in math for English Learners.

## CA Dashboard Analysis (Academic Indicator) – EL Students

How does the EL Student Group achievement compare to the All-Student Group?

English Language Arts

- On average, English Learners are performing 98.3 points below the All-Student group in ELA.
- English Learner performance is orange compared to green for All Students.

Math

- On average, English Learners are performing 75.1 points below the All-Student group in math.
- English Learner performance is red compared to orange for All Students.

How does the EL Student Group growth compare to the All-Student Group?

English Language Arts

- English Learner achievement increased by only 5.0 points compared to an improvement of 20.8 points for "All-Student", therefore widening the achievement gap.

CA Dashboard Analysis (Academic Indicator) – EL Students

Math

- English Learner achievement declined by 6.8 points compared to a decline of 3.8 points for "All-Student", therefore widening the achievement gap.

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

Action 1a1, the number of students seen by our EL site monitors to discuss the importance of grades, tutoring, ELPAC, etc.  
 Action 1a2, how many times teachers have attended professional development and/or had coaching support.  
 Action 1a3, the number of students attending tutoring provided by our bilingual aides.

Identified Areas of Strength:

Action1a1, the additional site monitors were able to service more of our EL students.  
 Action 1a3, EL students appreciate the bilingual aides are providing tutoring services.

Identified Needs (Areas for Growth):

Action 1a2, need additional time for teachers to attend professional development, lesson planning, coaching and observing other teachers.  
 Action 1a3, get more EL students to attend tutoring services.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

- Professional development to develop the use of academic vocabulary and reading comprehension in the content areas.
- Increase progress monitoring for Reclassified students, to ensure ongoing academic progress.
- Targeted tutoring to support our English Learners with math progress.





## 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 the use of their productive language by developing their academic language and writing skills.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
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## ELPAC Data Analysis – EL Students

- Schoolwide, performance over the past 3 years in the Speaking and Writing domains have somewhat improved.

### Identified Needs (Areas for Growth):

- Schoolwide, the Reading domain is the greatest area of need.
- Students with Disabilities greatest area of needs is in Reading and Writing domains.

### List Grade Levels and ELPI Levels in Need of Targeted Support (underperforming compared to schoolwide ELPAC or progressing at a lower rate compared to schoolwide ELPI):

- ELPI Levels: 1, 2L and 2H
- Grade Levels: 9 and 11

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	<ul style="list-style-type: none"> <li>Professional development to focus on academic language and writing skills for EL students.</li> </ul>
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2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
1b1 Provide professional development on integration of language tasks into designated ELD instruction for improving EL's productive and receptive language.  * Certificated hourly * Classified hourly * Substitute costs	* Classroom walk- through data * I-Ready results	ELs with an emphasis at the emerging level (ELPI level 1 and 2L)	Assistant Principal District Support Staff Teachers	\$1,000.00	

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

Identified Areas of Strength (ALL Students):

- In ELA, the ALL-Student group has writing as their greatest area of strength with 29% of them are above standard.
- In ELA, the ALL- Student group's second category is the Research/Inquiry with 25% above the standard.
- In math, the ALL-Student group has Concepts & Procedures as their greatest strength.
- In math, combining the percentage of students near and above standard bands, the Communicating Reasoning with 68% is the greatest overall strength.

Identified Needs (Areas for Growth) (ALL Students):

- In ELA, writing has the largest, with 20% of the students in the below standard band.
- Reading has the second largest, with 18% of the students in the below standard band.
- In math, all areas are very low, but of the three, with 61% of the students at the below standard is the Concept & Procedures band.

How does EL Student Group achievement compare to the ALL-Student Group?

- In ELA, our EL group increased from 4.3% to 17.6% from previous year in the Met/Exceeded category.
- In math, our EL group decreased from 2.1% to 0.8% from previous year in the Met/Exceeded category.
- English Learners are performing significantly lower than the ALL-student groups in ELA and math.

Identified Areas of Strength (EL Students):

- In ELA, with 5% of the students performing above standard in the Research/Inquiry band.
- In ELA, the least number of students performing below standard band is Listening with 31%.
- EL are performing better in ELA than in math.
- In math, the largest number of students (45%) performing at the near standard band in Communicating Reasoning.

Identified Needs (Areas for Growth) (EL Students):

- In ELA, with 54% of our students are performing at the below standard band for Writing.
- In ELA, with 50% of our students are performing at the below standard band for Reading.
- In math, none of our students scored in the above standard band.

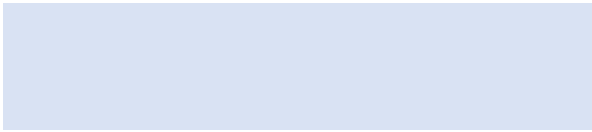






Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

- Increase the graduation rate for our EL level 1s and 2s students.
- Develop a growth mindset, personal responsibility, and self-advocacy skills to support a college and career readiness culture.
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2024-25 Estimated  
Cost

## Programs Included in this Plan

Federal Programs