

School Plan Overview

VISION AND MISSION

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

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

SPSA HIGHLIGHTS (bullet points)

- 1) Increased time for PLC collaboration to improve student proficiency to develop PLC+ practices to develop Learning Target Success Criteria, ELD practices, and student SEL needs.
- 2) MTSS - PBIS Tier 1-2 implementation schoolwide to support positive learning environment by having structures that focus and model positive learning wo0crea[P cooyors.ea Curr(ficit)-1(rld)-o devar(BIS)-1(Ti)3eeds.



School and Student Performance Data

Student Population

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	15	0.8
Hispanic	1607	87.9
Two or More Races	25	1.4
Pacific Islander	1	0.1
White	68	3.7

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

Chronic Absenteeism



No Performance Color

English Learner Progress



Red

College/Career

High

School and Student Performance Data

Academic Performance English Language Arts

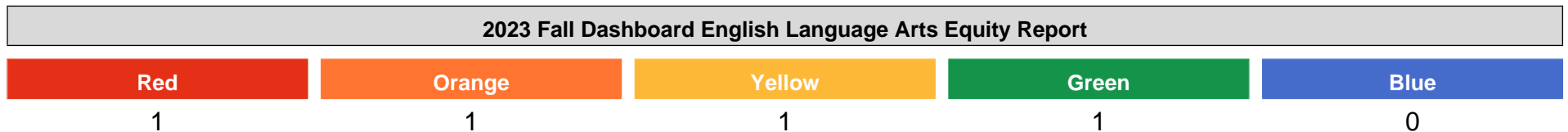
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Green



5 points above standard

Increased +10.7 points

348 Students

English Learners

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
39.6 points below standard Decreased -5.5 points 20 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.3 points above standard Increased +14.4 points 308 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.4 points below standard Decreased -5.3 points 55 Students	2.5 points above standard Maintained +2.1 points 15 Students	11 points above standard Increased Significantly +23.2 points 146 Students

School and Student Performance Data

Academic Performance

Mathematics

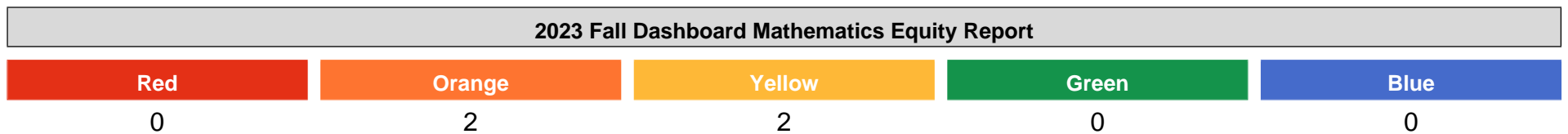
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 89.7 points below standard Increased Significantly +20.7 points 348 Students	English Learners Orange 159.8 points below standard Increased +4.2 points 69 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Yellow 96.8 points below standard	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
136 points below standard Increased Significantly +15.2 points 20 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
Yellow 88.1 points below standard Increased Significantly +24.3 points 308 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners
188.6 points below standard Decreased -5.1 points 55 Students	

School and Student Performance Data

Academic Performance

English Learner Progress

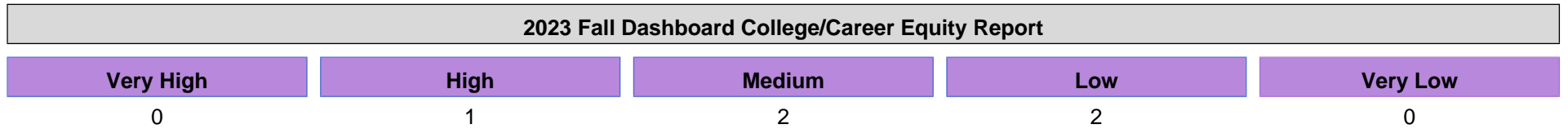
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This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

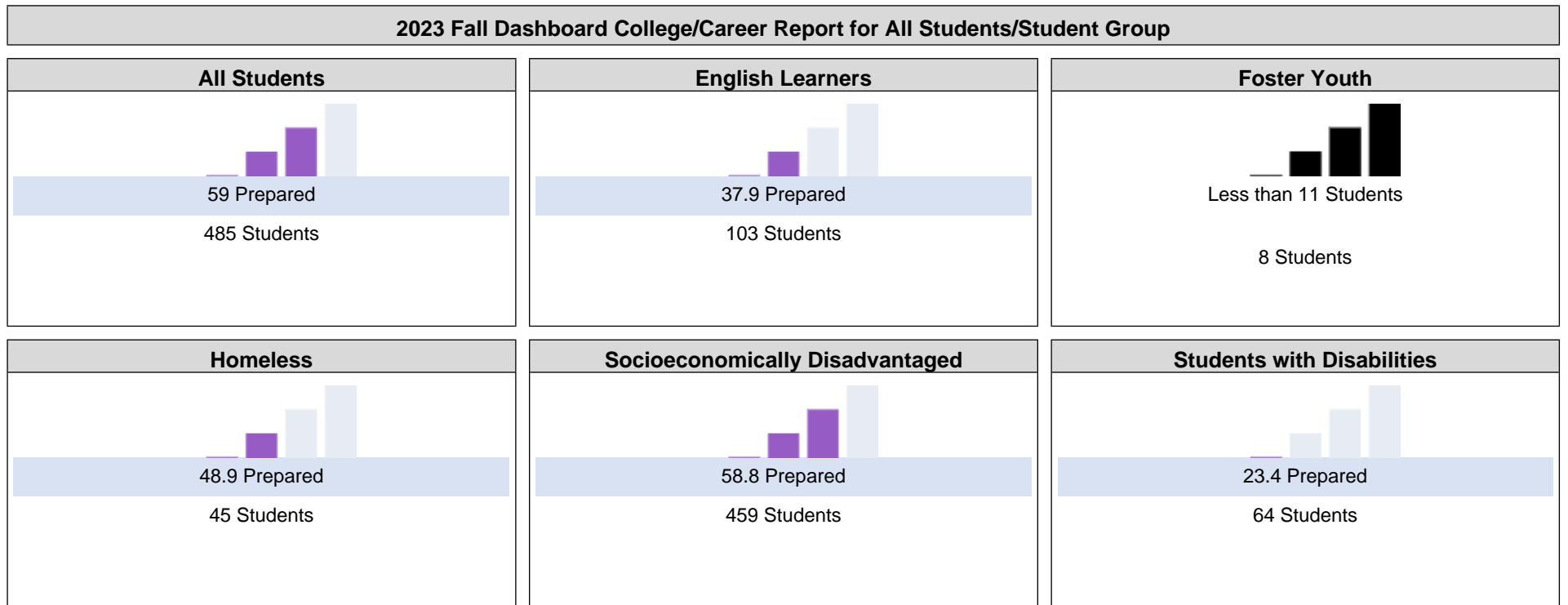
2023 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELP9h8000q 1 71h741

This section provides number of student groups in each level.



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.



2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

American Indian

44.4 Prepared

18 Students

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American



No Performance Color

0 Students

American Indian



No Performance Color

0 Students

Asian



No Performance Color

0 Students

Filipino



No Performance Color

0 Students

Hispanic



No Performance Color

0 Students

Two or More Races



No Performance Color

0 Students

Pacific Islander



No Performance Color

0 Students

White



No Performance Color

0 Students

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 93.4% graduated Increased 2.4 486 Students	 Green 84.6% graduated Increased Significantly 6 104 Students	Less than 11 Students 8 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 86.7% graduated Increased 1.9 45 Students	 Green 93.5% graduated Increased 1.6 459 Students	 Yellow 71.9% graduated Increased 2.9 64 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Red

14.7% suspended at least one day

Student Climate Survey	
Areas where growth was evident from previous year:	Most indicators demonstrated areas of growth students with school climate and safety having the highest growth.
Areas of strength identified:	Student interactions in the strongest area of strength.
Areas where growth is needed:	Student voice will need to increase with current at 17%.

Family Climate Survey	
Strategies or challenges that contributed to participation rate:	During the process, sending callers to our families helped to remind parents to complete the survey. A challenge shared by some parents spoke to the length of the family survey. Engaging families to participate in the survey will continue to be an active need.
Areas where growth was evident from previous year:	Areas of growth that were evident in the family survey were in Meal Choice, Student Interactions, and School Fit.
Areas of strength identified:	Facilities remains as our highest descriptor with 100%.
Areas where growth is needed:	Areas of need and growth will continue to be Informing Parents and family Engagement.

Site-Based Surveys	
Describe formal and informal methods for gathering input about stakeholder needs (teachers/staff, families, students).	<p>At the end of semester 1, teachers participated in a survey for input regarding professional development to help meet instructional needs. The survey was provided at the January 8, 2024 Professional Development Day. During that day the focus was on supporting English Language Learners, Implementation of PBIS, and Developing the Approaches to Learning inside of the classroom.</p> <p>The survey reflected the following areas of need:</p> <ol style="list-style-type: none"> 1) Reflecting on semester 1, what is one area in which you feel you were successful? 2) What do you believe are the areas where our school needs the most growth and development? 3) As an IB World school what additional professional development opportunities or resources, beyond additional planning time, would be necessary for Jurupa Hills to effectively improve our IB Program and site as a whole. 4) What individual professional development/resources do you need to improve at Jurupa Hills (Besides additional planning time) <p>During the December 14, 2023 Coffee with the Principal, the current Parent Empowerment Workshop topics were reviewed and then asked our family partners to provide input for next year. The meeting was held in open forum format.</p>
Describe the key areas of need identified through your formal and informal feedback methods with teachers/staff, families, and students.	<p>Teacher Survey Results:</p> <p>The semester 1 teacher survey provided the 4 priorities of areas of need:</p> <ol style="list-style-type: none"> 1) Professional Development in integrated ELD supports. 2) Professional Development with MYP and DP. 3) Support with student motivation/engagement and student attendance 4) Provide support with teacher planning and PLC time with time to vertical, horizontal, and program focus.

Site-Based Surveys

Family Survey Results:

- 1) Parent workshop to support helping students at this current age bracket socioemotionally.
- 2) Navigating through the high school credit system from 9th grade to 12th grade.
- 3) Supporting students academically inside class and communication with teachers.
- 4) Working with school police to support traffic patterns at arrival and dismissal.

Analysis of Qualitative Data

Classroom Observations

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

Classroom visits were conducted throughout the school year with the focus on the implementation and usage of Learning Targets, Success Criteria, and Global Context inside the classrooms. During the 2023-2024 school year Jurupa Hills School had 30 teachers involved in the formal evaluation process. All teachers that were evaluated implemented Learning Targets, Success Criteria, and Global Context within their instructional practices. Teachers' development of Learning Targets, Success Criteria and Global Context evident through their classroom visits. The administrative team scheduled classroom visits together to help calibrate instructional practices and moves. The Targeted Instructional Areas for 2023-2024 are: Visible Learning (Learning Targets and Success Criteria) and Literacy across the content areas (Listening/Speaking and Reading/Writing). The Key School Practices are: ELD Strategies, AVID WICOR, PBIS Strategies, Relationship Building, and the schoolwide implementation of the IB Learner Profiles. In the second semester, we started to work with staff on selecting IB Approaches to Learning (ATL) by departments to help focus on practices across the campus.

For each semester the administrator works with the content coordinator to visit classrooms to identify curricular needs to support the specific content area (Math, ELA, Science, Social Studies, CTE). In the area of Mathematics, the administrator overseeing the department works with the onsite Math IST to develop supports for the department when working with their specific PLC. School administration uses a data collecting tool within Microsoft Forms.

Classroom walkthrough reflects the implementation of:

Classroom visit data reflects that 71% of classroom visits are utilizing Learning Targets and 65% are using Success Criteria that aligns to content being taught via PLC lesson plan development.

Checking for understanding 70% of the time and 30% not observed

PBIS structures active 46%

Summary of the classroom data is that our teachers strive to engage students in their daily learning and provide levels of Checking for Understanding to support their instructional needs. There continues to be a need utilize instructional strategies to support linguistic needs of all students and specifically targeting our EL Students. As a site, the continued work will be in the Key School Practices are: ELD Strategies, AVID WICOR, PBIS Strategies, Relationship Building, and the schoolwide implementation of the IB Learner Profiles and ATL. The work will be to support literacy across the content areas.

Standards, Assessment, and Accountability

	<p>working with our EL students and developing student individualized language plans with reclassification as the goal to be shared with the student, parent, and teachers.</p> <p>The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English learners (LTEL), and special programs such as SpEd or GATE. They identify and recommend the best designated-ELD placement for the students. Our EL Site Monitor meets with our assigned MPS Coach to review the EL student data to support student placement for the upcoming year.</p>
<p>Process for monitoring implementation of the School Plan and annually evaluating progress toward accomplishing the goals.</p>	<p>The process to evaluate the implementation of our SPSA goals will be to unpack the goals from the SPSA and develop checking points that align to the district assessment calendar with detail of metrics that will be needed for the check points. This would allow for any adjustments that will be needed in real time. Assessment and Accountability has been working with school sites to evaluate and monitor the SPSA as data has become available through various 1-1 meetings with school administrators.</p> <p>SPSA Schoolwide goals are shared with staff for the purpose of supporting site needs and share schoolwide data for analysis. The Instructional Leadership Team (ILT) meets to discuss the school plan and its progress aligning the work with the categorical SSC agendas.</p> <p>The following data pieces were addressed by Assessment and Accountability and Categorical to support SSC: CAASPP Data Session in September 2023, ELPAC Data Sessions in October 2023, Review and approve revision in November 2023, MAP Data Sessions in February 2024, CA Dashboard Data Sessions in March 2024, and Classroom Observations and Site-Specific Data Sessions in February 2024.</p> <p>School Site Council regularly met to review data and monitor the implementation and achievement outcomes of the SPSA actions/services. In December 2023, School Site Council met to formally progress monitor the SPSA actions/services implementation and outcomes utilizing the Categorical Department template.</p> <p>In March 2024, CA Dashboard data was reviewed and formally progress monitor the SPSA actions/services implementation and outcomes utilizing the Categorical Department template. ELAC met in April 2024 to conduct a Needs Assessment and review the SPSA actions and provide recommendations to School Site Council. In April 2024 School Site council met to take into consideration ELAC recommendations for actions and services. Additionally, School Site Council reviewed the work that was conducted by the PLT to analysis the root causes for our ATSI process and to develop Actions/Services and unfunded priorities for SPSA development. Throughout this process School Site Council has been updated with information about the process during the monthly agendas provided by our categorical department. In May 2024, School Site Council will review and approve the 2024-2025 SPSA.</p> <p>Once approved, school administration will establish monitoring timelines to support the SPSA reporting periods.</p>

Standards, Assessment, and Accountability

Process for monitoring implementation and annually evaluating progress toward accomplishing EL program goals for addressing the needs of at-promise ELs.

Jurupa Hills High School Administration, the Pedagogical Leadership Team (PLT), English Language Advisory Committee, and School Site Council analyze the school site budget and SPSA goals on a monthly basis. In the Fall, the administrative team, PLT, ELAC and SSC meet to discuss the EL programs and services to be addressed in the SPSA. In the Spring, we meet with educational partners to review English Learner data to determine the effectiveness of our goals and overall plan.

Additionally, at the beginning of the school year, overall, EL program data is reviewed to help guide discussions on the effectiveness of school programs. In February, EL programs and services are reviewed for program evaluation and input is gathered from educational partners for potential instructional changes supported with potential budgetary implications. During the instructional year school administration collects data regarding EL strategies that are evident during classroom visits to monitor levels of implementation and areas of needs. Once approved, school administration will establish monitoring timelines to support the SPSA reporting periods.

Staffing and Professional Development

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

Staff development trainings are based off of student performance data from assessments that are aligned to content standards that indicate whether or not students are making progress towards standards. and the progress students are making towards those standards. Professional development is strategically aligned and developed to the Common Core State Standards at all times. The academic performance and needs of our students are at the center of staff development discussions.

Professional development and training are ongoing in content areas, as well as PBIS, MTSS, IB/MYP and technology. Jurupa Hills High School will continue to work on developing Professional Learning Communities utilizing the PLC+ strategies. The need to ongoing development for first instructional practice and Tier 1 interventions aligns to the content CCSS as a means to help provide students access to the curriculum and standards. The next steps will be to review and adjust the school site

Staffing and Professional Development

Teacher collaboration by grade level

Educational Partner 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.

State and Site data was reviewed with SSC, ELAC, PLT (Pedagogical Leadership Team) during the school year. The ELAC and PLT agendas have been aligned with SSC agendas to help share common data sets to improve communications. Data sets have also been shared at Coffee with the principals, such as Dashboard data and Panorama SEL survey data.

CAASPP Data Session in September 2023, ELPAC Data Sessions in October 2023, Review and approve revision in November 2023, MAP Data Sessions in February 2024, CA Dashboard Data Sessions in March 2024, and Classroom Observations and Site-Specific Data Sessions in February 2024. School Site Council regularly met to review data and monitor the implementation and achievement outcomes of the SPSA actions/services.

In December 2023, School Site Council met to formally progress monitor the SPSA actions/services implementation and outcomes utilizing the Categorical Department template.

In March 2024, CA Dashboard data was reviewed and formally progress monitor the SPSA actions/services implementation and outcomes utilizing the Categorical Department template.

PLT met in February 2024 to develop the Root Causes Analysis for our ATSI groups to share with SSC. ELAC met in April 2024 to conduct a Needs Assessment and review the SPSA actions and provide recommendations to School Site Council. In April 2024 School Site council met to take into consideration ELAC recommendations for actions and services.

In May 2024, School Site Council will review and approve the 2024-2025 SPSA.

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.

Jurupa Hills High School provides Integrated ELD throughout all content courses for our English Learners. Students are monitored by the teachers, EL Site Monitor, administrators, and counselors for progress.

Data Reflects:

CAASPP Data

- 1) In ELA JHHS EL students had a negative change in DFS of -19.8 comparing DFS 2022 (-101.4) to DFS 2023 (-121.2), thus increasing the achievement gap.
- 2) In Math JHHS EL students had a negative change in DFS of -10.6 comparing DFS 2022 (-186.5) to DFS 2023 (-197.1), thus increasing the achievement gap.
- 3) Even though, JHHS had DFS negative growth in ELA and Math, the most significant negative growth in DFS was in ELA, which widened the achievement gap with this student group.
- 4) In ELA and Math, our All Student improved in DFS compared to our EL students which declined in DFS resulting in an increasing achievement gap.

ELPAC Data (Achievement Trends)

- 1) Overall, growths 0 G80732 cm/ negativnito iv.mll 7

English Learners "increased significantly" the graduation rate from the prior year compared to the All-Student group who increased the rate, thus narrowing the gap.

Both English Learners and All-Student groups have green performance level on the Dashboard.

English Learners are monitored by the teachers, EL Site Monitor, administrators, and counselors for progress and intervention as needed. Special Education students are placed in Integrated ELD courses based on IEP instructions. While we are working with our MP Specialist, Integrated ELD has been implemented across the content areas through the utilization of ELD strategies such as sentence frames, graphic organizers, strategic productive partnering, and other ELD strategies in the content areas. The implementation is evident during classroom observational data, however it is not consistent. During the school year staff was trained in ELD strategies and utilizing the domains of Listening, Speaking, Reading, and Writing as activities that support ELPAC structures. During classroom visits there were areas of needs to support a 4 domains. To help support instruction staff will work with our MP Specialist to develop Language Objectives to support content learning and provide additional professional development.

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

Designated ELD/ALD courses are offered to all English Learners ELPAC levels 1, 2 and 3. Level 4 Designated ELD instruction is embedded in our ELA classes as well as in our ALD courses.

Data Reflects:

ELPAC Data (Achievement Trends)

- 1) Overall, the majority of our students are in Level 2 (35%) or Level 3 (35%).
- 2) Students are performing stronger Oral Language than in Written Language.
- 3) For 2021, 2022, and 2023 Overall Performance has been stagnant.
- 4) Schoolwide Speaking is the strongest area with the majority of students (67%) being Well Developed.
- 5) Schoolwide Writing is the neediest area of need with the majority of the students (75%) being Somewhat/Moderately Developed.

ELPAC Data (ELPI Trends)

- 1) Schoolwide the percentage of students that "Decreased in ELPI Level" increased by 5%. The percentage of students that "Made Progress" decreased by 9%.
- 2) There is a 10% decrease in comparing ELPI levels 1, 2L, and 2H vs. 3L, 3H, and 4 from 21-22 to 22-23.
- 3) The biggest increase was in ELPI level 1 by 5% and the biggest decrease was in ELPI level 4 by 6%.

English Learners ELPAC level 4 are monitored by the teachers, EL Site Monitor, administrators, and counselors for progress and intervention as needed. Special Education students are placed in Designated ELD courses based on IEP instructions. Students in level 1 and 2 continued to receive ELD in a yearlong program. The implementation is evident during classroom observational data; however it is not consistent when the students were receiving integrated ELD across the content areas. Students that were not in an ELD elective, received their ELD instruction via integrated in the content areas. The students will benefit more from receiving their ELD instruction in a separate ELD course to help focus on the 4 domains. Growth in implementation is ongoing as teachers become more

confident and proficient with the implementation of ELD Standards and Language Objectives. Staff members were provided with training in ELD Standards and Implementation of Language Objectives within their content area.

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

Jurupa Hills will continue to improve the implementation of ELD by offering additional trainings to our teachers and support staff. We will continue our data analysis to monitor student language proficiency and academic achievement to ensure appropriate placement in ELD courses. ELD program uses district provided materials including Springboard and English 3D as well as supplemental materials for reading, writing, grammar, PLC driven assessments and reviewing ELPAC driven tasks and activities.

- 1) Ongoing adjustments for our students will be the utilization of our EL Site Monitor to provide support for our students by meeting with our EL students as a means to provide them understanding of their current level and provide their individualized plan to help them reclassify.
- 2) Working with our MP Specialist, additional professional development for designated and integrated ELD needs, (utilizing language objectives, focus on 4 domains)
- 3) Providing teachers and understanding of the language demands that our students are needing in the ELPAC will be a starting point to backwards map instructional practices.
- 4) EL students (Special Education only by IEP instructions) will also need to be enrolled in ELD or ALD elective to support their language needs.
- 5) Modify the administrative coaching role to continue to support and provide teacher feedback in support EL students across the curriculum.

SWP Requirements

<p style="text-align: center;">SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p style="text-align: center;">DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p style="text-align: center;">TIMEFRAME(s)</p>
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Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards

	<p>Additionally, to identify and meet the needs of students that are demonstrating learning deficits, the Multi-Tiered System of Supports (MTSS) will help to provide students with the needed interventions to meet the academic and socioemotional needs.</p> <p>College tutors will also be utilized during the instructional day to meet the needs of our students. The MTSS time will also be meeting to progress monitor identified and targeted students to help support SEL needs in with all students and specifically, African American, Homeless, and Students with Disabilities.</p> <p>A Summer Bridge Program (June 2025) will be offered for all incoming 9th grade students to allow initial elective credit (10 credits) and introducing them to the campus and provide ELA and Math instruction with incorporation of team building and collaborative structures to help them start with success at the high school level. The student will be attending daily for the month of June for a period of 19 days.</p>	
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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	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
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CAASPP Data Analysis (Distance from Standard) – ALL Students

School

- 1) In ELA JHHS is +0.4 DFS, compared to FUSD -8.4 DFS. 53.2% students met/exceeded in ELA, 2.1% higher than FUSD. The average scale score is in the Met range.
- 2) In Math JHHS is -94.3, compared to FUSD -102.3 DFS. 20.9% students met/exceeded in Math, 1.1% higher than FUSD. The average scale score is in the Standards Not Met range.
- 3) JHHS performed stronger in ELA than in Mathematics.

Student Groups

- 1) All student groups are performing below standard in both (ELA and Math).
- 2) Every student group is stronger in ELA than in Math.
- 3) Female students are outperforming male student in both ELA and Math.

Growth Trends:

School

- 1) In ELA JHHS had a growth trend of +5.6 DFS comparing DFS 2022 (-5.2) to DFS 2023 (+0.4). ELA had positive growth in DFS.
- 2) In Math JHHS had a growth trend of +17.9 DFS comparing DFS 2022 (-112.2) to DFS 2023 (-94.3). Math had positive growth in DFS.
- 3) Even though, JHHS had a positive change of DFS in both ELA and Math, the most significant growth in DFS was in Math.

Group

- 1) English Learner declined in DFS in both ELA (-19.8) and Math (-10.6).
- 2) Special Education declined in DFS in ELA (-16.9) and increased in Math (+9.5).
- 3) African American students declined in DFS in ELA (-23.4) and Math (-3.9).

Identified Areas of Strength:

- 1) ELA is an area of strength compared to math.
- 2) Schoolwide, listening is a relative area of strength in ELA.
- 3) Schoolwide, Problem Solving, Modeling and Data Analysis is a relative area of strength in math.

Identified Needs (Areas for Growth):

- 1) Schoolwide, writing is the greatest area of need in ELA.
- 2) Schoolwide, Concept and Procedures is the greatest area of need in math.

CAASPP Data Analysis (Distance from Standard) – ALL Students

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):

ELA: Students with disabilities, English Language Learners, and African Americans.

Math: English Language Learners, and African Americans

Even though the African American group is too small for accountability purposes, students will continue to need support in ELA and Math.

MAP Data Analysis – ALL Students

Achievement Trends:

Schoolwide:

- 1) There is a greater percentage of students performing in the LO and LoAvg performance bands in Mathematics than in Reading.
- 2) In Reading, 52% of students are performing below the 41st percentile (the two lowest bands).
- 3) In Mathematics, 55% of students are performing below the 41st percentile (the two lowest bands).
- 4) In Reading, 41% of students are projected to score met/exceed on CAASPP, while 17% of students are projected to score met/exceeded on CAASPP in Mathematics.

Grade Levels:

- 1) The percentage of students within the grade levels are relatively performing within the same percentile of less than 41st percentile compared to the schoolwide percentage of students in Reading.
- 2) Eleventh grade has the lowest percentage of students below the 41st percentile, compared to the other grades in Mathematics.
- 3) Eleventh grade has the lowest distance from norm compared to the other grade levels and schoolwide in Reading and Mathematics.
- 4) Eleventh grade has the highest percentage of students above the 61st percentile of all grade levels in Reading and Mathematics.

Student Groups:

- 1) In Reading, Students with Disabilities and English Language Learners had the highest percentage of students below the 41st percentile.
- 2) In Mathematics, Students with Disabilities, English Language Learners, Foster Youth, and Homeless students had the highest percentage of students below the 41st percentile.
- 3) There are less female students performing below the 41st percentile compared to the male student group in Reading.
- 4) Only 10% of English Language Learner are projected to score met/exceeded in the CAASPP in Reading and 3% are projected in Mathematics.
- 5) Only 23% of African American students are projected to score met/exceeded in the CAASPP in Reading and 12% are projected in Mathematics.

MAP Data Analysis – ALL Students

Growth Trends:

Schoolwide:

- 1) More students met their projected RIT growth target in Mathematics than in Reading.
- 2) The average range is between 41-60 and the average percentile for math and ELA was 40.
- 3) In Reading, students schoolwide made less than 1 year of growth according to the average Conditional Growth Index.
- 4) In Mathematics, students schoolwide made expected growth according to the average Conditional Growth Index.

Grade Levels:

- 1) In Reading, grades 9, 10, and 11 made less than 1 year of growth and grade 12 made expected growth according to the average Conditional Growth index.
- 2) In Mathematics, grades 9, 10, and 11 made expected growth and grade 12 made accelerated growth according to the average Conditional Growth Index.
- 3) In Reading grades 9, 10, and 11 had a decline in change from Distance from Norm compared to the increase by grade 12.
- 4) In Mathematics, grades 10 and 11 had a decline in change from Distance from Norm compared to the increase by grades 9 and 12.
- 5) In Reading, grade 11 had the lowest percentage of students that met/exceeded their projected RIT growth.
- 6) In Mathematics, all grade levels minimally met or exceeded their projected RIT growth with 50% or higher.

Student Groups:

- 1) In Reading, based on the average Conditional Growth Index the majority of all student groups made less a year of growth.
- 2) In Mathematics, based on the average Conditional Growth Index, significant student groups (Hispanic, English Learner, SED, SWD) made expected growth.
- 3) 42% of English Learners met/exceeded their projected growth in Reading, compared to 37% schoolwide.
- 4) Fewer African American Students met/exceeded their projected growth in Mathematics compared to the schoolwide percentage.

Identified Areas of Strength:

- 1) Schoolwide, the Vocabulary goal is a relative strength in Reading.
- 2) Schoolwide, Operations and Algebraic Thinking is a relative strength in Mathematics.

Identified Needs (Areas for Growth):

- 1) Schoolwide Literary Text is the greatest area of need in Reading.
- 2) Schoolwide, Statistics and Probability are the greatest area of need in Mathematics.

List Student Groups in Need of Targeted Support (underperforming compared to the All-Student group):

CA Dashboard Analysis (Academic Indicator) - ALL Students

2) Problem Statement: Student with Disabilities students have a very high suspension rate and showed an increase from the prior year with a red performance level on the dashboard.

Root Cause Analysis: Minimal policies and procedures have been established to identify and support students with disabilities in their academic and social emotional learning.

3) Problem Statement: African American students have a very high suspension rate and showed an increase from the prior year with a red performance level on the dashboard.

Root Cause Analysis: Minimal policies and procedures have been established to identify and support African American students in their academic and social emotional learning.

4) Problem Statement: English Learner students are performing very low in ELA and did not show improvement from the prior year with a red performance level on the dashboard.

Root Cause Analysis: Protocols and supports have not been established to ensure all teachers consistently deliver effective strategies to support EL students.

5) Problem Statement: A very low percentage of English Learners are making progress towards English proficiency and the percentage declined from the prior year with a red performance level on the dashboard.

Root Cause Analysis: Protocols and supports have not been established to ensure all teachers consistently deliver effective strategies to support the linguistic needs for EL students.

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

The school site uses a variety of site-based metrics were used to measure student academic achievement Fall MAP data, Quarterly D/F reports. The implementation of professional learning Classroom visit data, staff survey, library circulation records, and Parent involvement parent survey and parent meeting attendance sheets.

Identified Areas of Strength:

1) The percentage of students with D and F report card grades decreased by 27% for F's and increase by 28% for D's when comparing the Quarter 1 to Quarter 2 schoolwide grades.

2) Classroom visit data reflects that 71% of classroom visits are utilizing Learning Targets and 65% are using Success Criteria that aligns to content being taught via PLC lesson plan development.

Site Measures for Evaluating Actions/Services

- 3) Using Fall MAP data, School wide area of strength in Mathematics is Operations and Algebraic Thinking and in Reading the area of strength in Vocabulary.
- 4) Library circulations records indicate that there has been an increase of 23% in library

Identified Needs (Areas for Growth):

- 1) Using Fall data, School wide our areas of need in Mathematics are Statistics and Probability, School wide our areas of need in Reading are Literary and Informational Text. Grade 10 needs the most support from the other grade levels in Mathematics, Grade 12 needs the most support from the other grade levels in Reading.
- 2) Using the Semester 1 teacher needs assessment/survey the following were identified:
 - *Provide support with teacher planning and PLC time.
 - *Support with student behaviors, motivation/engagement, and student attendance.
 - *Support with providing support for students that have IEPs and ELD needs.
 - *Development of school climate and culture to support student learning and positive work environment (PBIS).

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?

- 1) Provide additional extended learning opportunities to support student academic outcomes.
- 2) Progress Monitor students to identify and response to student needs and promote student connection to school site.
- 3) Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction, best instructional practices, and Tier 2 interventions.
- 4) Provide teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student.
- 5) Provide teachers and paraprofessionals professional development with MTSS supports, Teacher Clarity, AVID strategies, and differentiated instruction.
- 6) Provide parents workshops to help build support tools for at home access to the curriculum with literacy and numeracy.
- 7) Increase family engagement to help support student academic and SEL outcomes.

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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
1A. Provide small group and differentiated instruction to address skill deficits, accelerate learning and close achievement gaps. <ul style="list-style-type: none"> Instructional Software - ie. DeltaMath Instructional technology (TVs, document cameras, projectors, computers and related technology) College Tutors 	Instructional Software growth and participation data, benchmark data Classroom walkthrough data	All students particularly African American; SWD; EL Students	Administration, IT, Teachers, Secretary	41275.00	4984.00
1B. Provide professional development to support certificated and classified staff in 1) Foundations of Professional Learning Communities (PLC+), 2) International Baccalaureate (IB) program, 3) MTSS best practices (PBIS, SEL, Academic), 4) AVID Strategies, 5) Differentiated Lesson Design, 6) Other Professional Development (i.e. ELD, SAI, Instructional Practices, academic content, and other as needed). <ul style="list-style-type: none"> Substitute teacher cost Conference fees and travel *Professional Learning Materials	Staff Surveys on PD, Participation rates from PD sessions. Classroom walkthrough data	All students particularly African American; SWD; EL Students	Administration, Leadership Team, PLC Teams	31000.00	0.00
1C. Provide differentiated instruction during and after school to decrease the number of D's and F's. <ul style="list-style-type: none"> Supplemental Instructional materials Printing Certificated/Classified additional hourly 	Quarterly grade reports for D/F rates. benchmark data Classroom walkthrough data	All students particularly African American; SWD; EL Students	Administration, IST, Teachers	15002.00	0.00

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

*Substitute teacher cost

- 1D. Provide extended learning opportunities to reteach and scaffold

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

- Certificated/classified additional hourly

1H. Meet 0.25 57.11199951 I h W n Q q bg

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

MAP Data Analysis – EL Students

- 1) English Learners have at least twice as many students in the lowest achievement band compared to the schoolwide group, in both Reading and Mathematics.
- 2) There is a significant low amount of EL students that are projected to met/exceed CAASPP in both Reading (10%) and Mathematics (3%).

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

- 1) English Learners outperformed the all-student group percentage of students met/exceeded their projected RIT, EL students (42%) and All Students (37%) in Reading.
- 2) English Learners performed as well as the all-student group percentage of students met/exceeded their projected RIT, EL students (53%) and All Students (54%) in Mathematics.
- 3) English Learners made similar growth in both math and reading to the all-student groups, thus maintaining the achievement gap.

Identified Areas of Strength:

- 1) The Vocabulary goal is a relative strength in Reading for English Learners.
- 2) The Real and Complex Number Systems is a relative strength in Mathematics for English Learners.

Identified Needs (Areas for Growth):

- 1) The Literary Text and Informational Text goals are the greatest areas of need in Reading for English Learners.
- 2) The Statistics and Probability goal is the greatest area of need in Mathematics 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:

English Learner performance level on the Dashboard is red compared to green for the All-Student group.

Math

English Learner performance level on the Dashboard is orange compared to yellow for the All-Student group.

CA Dashboard Analysis (Academic Indicator) – EL Students

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

English Language Arts:

English Learners maintained from the prior year compared to the All-Student group increased achievement, therefore widening the achievement gap.

Math

English Learners increased from the prior year while the All-Student group improved significantly in achievement, therefore widening the achievement gap.

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

A variety of site-based metrics were used to measure English Language Learner students' academic achievement with Fall MAP data, Quarterly D/F reports and the implementation of professional learning utilizing Classroom visit data.

Identified Areas of Strength:

- 1) The percentage of students with D and F report card grades decreased by 8% for F's and decrease by 23% for D's when comparing the Quarter 1 to Quarter 2 EL student grades.
- 2) Classroom visit data reflects that 71% of classroom visits are utilizing Learning Targets and 65% are using Success Criteria that aligns to content being taught via PLC lesson plan development.
- 3) Using Fall MAP data, School wide area of strength in Mathematics is Operations and Algebraic Thinking and in Reading the area of strength in Vocabulary.

Identified Needs (Areas for Growth):


- 1) Using Fall to Winter MAP data, ELL areas of need in Mathematics are Geometry and Statistics and Probability and ELL areas of need in Reading are Literary and Informational Text.
- 2) From classroom visit data, there is a need for ongoing support with ELD student support strategies and PLC planning time for lesson design.

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?

1) Provide extended learning opportunities in reading of informational text to help develop content vocabulary and

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 EIs:

English Learners will demonstrate English language proficiency growth in their productive language by developing their academic speaking skills.

ELPAC Data Analysis – EL Students

- 1) Schoolwide the percentage of students that "Decreased in ELPI Level" increased by 5%. The percentage of students that "Made Progress" decreased by 9%.
- 2) There is a 10% decrease in comparing ELPI levels 1, 2L, and 2H vs. 3L, 3H, and 4 from 21-22 to 22-23.
- 3) The biggest increase was in ELPI level 1 by 5% and the biggest decrease was in ELPI level 4 by 6%.

Grade Levels

- 1) The percentage of students that made the greatest progress was in Grade 10.
- 2) Grade 9 had the highest percentage of students that "Decreased" in their ELPI level.
- 3) Grade 10 had the highest percentage of students that "Increased" and "Maintained" in their ELPI level.

Student Groups

CA Dashboard Analysis (English Learner Progress Indicator) – EL Students

30.6% of English Learners made adequate progress toward English proficiency which was a decline of 4.6% from the prior year. The percent of English Learners making progress is considered “Very Low”.

Site Measures for Evaluating Actions/Services

Description of Data Collected for Progress-Monitoring

A variety of site-based metrics were used to measure English Language Learner students' academic achievement with Fall MAP data, Quarterly D/F reports and the implementation of professional learning utilizing Classroom visit data to monitor supports for EL students with their linguistic needs.

Identified Areas of Strength:

- 1) The percentage of students with D and F report card grades decreased by 8% for F's and decrease by 23% for D's when comparing the Quarter 1 to Quarter 2 EL student grades.
- 2) Classroom visit data reflects that 71% of classroom visits are utilizing Learning Targets and 65% are using Success Criteria that aligns to content being taught via PLC lesson plan development with EL supports for students practicing structured peer talk to improve linguistic need.

Identified Needs (Areas for Growth):

- 1) Using Fall to Winter MAP data, ELL areas of need in Reading are Literary and Informational Text. Students will need to apply their oral language skills when building understanding of the content that they are learning.
- 2) From classroom visit data, there is a need for ongoing support with ELD student support strategies (integrated and designated) and PLC planning time for lesson design, when developing intentional student activities that focus on linguistic targets.

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?

- 1) Provide extended learning opportunities in Listening and Speaking to help transfer understanding in English Language Arts and Mathematics (performance tasks/word problems).
- 2) Provide teachers and paraprofessionals professional development with integrated and designated ELD and oral language objectives to help meet the linguistic needs our EL student.

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
1bA. Provide Extended Learning Opportunities (1-1 or small group) ELD to help meet the oral linguistic (expressive/receptive) needs in listening and speaking. *Certificated/Classified hourly *Supplemental material (hard copy/digital)	Quarterly grade reports for D/F rates. Formative Linguistic Assessments, Classroom walkthrough data	EL Students	Administration, Teachers, Site Monitor, Bilingual Aides	7723.00	0.00

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

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
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School

- 1) All student groups are performing below standard in both (ELA and Math), with the exception of the White group in ELA, +63.7 above zero DFS.
- 2) Every student group is stronger in ELA than in Math.
- 3) Female students are outperforming male student in both ELA and Math.

Identified Areas of Strength (ALL Students):

- 1) ELA is an area of strength compared to math.
- 2) ELA: 86.5% students reached near/above standard in listening claim. 87.% students reached near/above standard in the research/inquiry claim. The data reflects that the relative areas of strength are both listening and research/inquiry.
- 3) Math: 65.2% students reached near/above standard on problem solving and modeling claim. 66.8% student reached near/above in communicating reasoning claim. The data reflects that the areas of strength are problem solving/modeling and communicating reasoning.

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

- 1) Math continues to be an area of need, specifically concepts and procedures with 53.5% of students below standard in this claim. This data supports that students need interventions in past and current concepts and procedures during classroom instruction and other intervention models.
- 2) ELA continues to be an area of need, specially writing with 21.9% of students below standard in this claim. This data supports that students need interventions in the writing process to support citing evidence to support their claims.

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

- 1) In ELA for our EL students -121.2 DFS, compared to ALL students +0.4 DFS. 10.3% EL students met/exceeded in ELA, compared to ALL students 53.2%. The data supports that our EL students continue to need support in literacy skills to help increase ELA performance.
- 2) In Math for our EL students -197.1, compared to ALL students -94.3 DFS. 1.7% EL students met/exceeded in Math, compared to ALL students 20.9%. The

CAASPP Data Analysis (Standard Met/Exceeded) – 11th Grade ALL/EL Students

3) Math: 45.3% students reached near/above standard on Problem solving and modeling claim. 48.0% students reached near/above in communicating reasoning claim. The data reflects that the areas of strength are problem solving/modeling and communicating reasoning.

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

- 1) Math continues to be an area of need, specifically concepts and procedures with 73.3% of students below standard in this claim. This data supports that students need interventions in past and current concepts and procedures during classroom instruction and other intervention models.
- 2) ELA continues to be an area of need, specially writing with 50.0% of students below standard in this claim. This data supports that students need interventions in the writing process to support citing evidence to support their claims.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):

The following student need support in the following content:

Unfunded School Site Council Priorities

Actions/Services

Pupils to be served

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1F. Increase access to quality texts and enhance the library services to support student learning in all in all content areas.</p> <ul style="list-style-type: none"> *Books and digital subscriptions and resources * Organizational Supplies *Instructional Supplies and collaborative activities * Flexible Seating *Certificated/Classified additional hourly 	<p>All students particularly African American; SWD; EL Students</p>	<p>25000.00</p>	<p>Administration, PLC leads, Librarian</p>
<p>1G. Promote connectedness to create and sustain a positive school climate and increase achievement.</p> <ul style="list-style-type: none"> *Contracted Services • Student recognition awards • Positive climate and culture incentives • instructional materials, hands on activities, manipulatives, learning games, and field trip related costs • Certificated/classified additional hourly *Substitute teacher cost 	<p>All students particularly African American; SWD; EL Students; Homeless</p>	<p>40000.00</p>	<p>Administration, MTSS coaches and team, Climate-Culture coaches</p>
<p>1H. Meet instructional and social emotional needs by providing support to help monitor student's performance.</p> <ul style="list-style-type: none"> Certificated/Classified Hourly *Wellness room and related expenses *SEL supports and related expenses * Flexible seating and related expenses *Substitute teacher cost 	<p>All students particularly African American; SWD; EL Students; Homeless</p>	<p>20000.00</p>	<p>Administration, MTSS team</p>
<p>1I. Provide Professional Learning Community (PLC) Time to collaborate addressing the 5 PLC+ Guiding Questions: 1) Where are we going? 2) Where are we now? 3) How do we move learning forward? 4) What did we learn today? 5) Who benefited and who did not benefit?</p> <ul style="list-style-type: none"> *Certificated/Classified additional hourly *Supplemental printing/materials *Substitute teacher cost 	<p>All students particularly African American; SWD; EL Student</p>	<p>75000.00</p>	<p>Administration, PLC Leads</p>
<p>1J. Summer Bridge Program 2025: Supporting incoming freshman class in high school transition (academically and socially)</p> <ul style="list-style-type: none"> *Supplemental printing/instructional materials *Substitute teacher cost 			

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1aA. Provide Extended Learning Opportunities (1-1 or small group) to develop academic vocabulary and literacy in Language Arts and Math</p> <ul style="list-style-type: none"> *Certificated/Classified hourly *Supplemental material (hard copy/digital) 	EL students	8000.00	Administration, Teachers, Site Monitor
<p>1bA. Provide Extended Learning Opportunities (1-1 or small group) ELD to help meet the oral linguistic (expressive/receptive) needs in listening and speaking.</p> <ul style="list-style-type: none"> *Certificated/Classified hourly *Supplemental materials (hard copy/digital) 	EL students	8000.00	Administration, Teachers, Site Monitor
<p>3B. Provide additional support to students in meeting graduation requirements, college entrance requirements, FAFSA requirements and summer school support.</p> <ul style="list-style-type: none"> • Certificated/classified additional hourly • Printing *Substitute teacher cost 	All students particularly African American; SWD; EL Students; Homeless	15000.00	Administration, Senior Seminar Coordinator, Teachers Counselors
3D. Provide International Baccalaureate (IB) resources to support and			

Programs Included in this Plan

Federal Programs		Allocation
X	<p>Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</p> <p>Title I, Part A: Carryover</p>	\$264,301
X	<p>Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$8,336
X	<p>-----</p>	



RECOMMENDATIONS AND ASSURANCES



RECOMMENDATIONS AND ASSURANCES

Name of School: Jurupa Hills High School

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

[Redacted content]