



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Farmersville High School	54-75325-5430210	October 15, 2020	December 15, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
All schools within the Farmersville Unified School District are designated as a “Schoolwide Program.” The purpose of SWP is to improve academic achievement throughout the school for all students; particularly the lowest achieving students will demonstrate proficiency on the state academic standards. The improved achievement is to improve the entire educational program of the school.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) aligns with district Learning Continuity and Attendance Plan goals, actions, and services. Federal funds including Title I, II, III and IV

supplement the SPSA goals, actions, and services to meet the needs of all students and are identified as district wide centralized services.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	8
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	20
Academic Performance	21
Academic Engagement.....	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	40
Goal 3.....	46
Goal 4.....	49
Goal 5.....	53
Budget Summary	54
Budget Summary	54
Other Federal, State, and Local Funds	54
Budgeted Funds and Expenditures in this Plan	55
Funds Budgeted to the School by Funding Source.....	55
Expenditures by Funding Source	55
Expenditures by Budget Reference	55
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	57
School Site Council Membership	58
Recommendations and Assurances	59

Instructions.....60

 Instructions: Linked Table of Contents.....60

 Purpose and Description.....61

 Stakeholder Involvement.....61

 Resource Inequities61

Goals, Strategies, Expenditures, & Annual Review62

 Annual Review63

 Budget Summary64

 Appendix A: Plan Requirements66

 Appendix B:.....69

 Appendix C: Select State and Federal Programs71

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Each school reviews the following surveys to conduct a comprehensive needs assessment: Title Parent Surveys, Standards Implementation Teacher Surveys, and CA Healthy Kids Surveys. A summary of results from surveys revealed the following findings from the Farmersville Unified School District, Title 1 Parent Survey Summary 2018-19:

Strength areas:

- 71% of parents feel there are opportunities for parents to learn about the schools curriculum and programs.
- 76% of parents responded that they feel the school is a safe place for their child
- 77% of parents reported that they feel the school provides additional services (tutoring & counseling) to support student growth
- 76% of parents stated they felt welcomed at our school

Areas for growth:

- 65% felt that the discipline is always/usually fair
- 54% of parents felt the school properly emphasized on mathematics
- 45% of parents reported communication daily/weekly from the school site

*On 3/18/2020 FUSD closed and moved into Distance Learning, therefore, the 19-20 Title 1 Parent Survey was not administered as it was planned to be distributed during Spring Open House.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Weekly classroom observations are conducted by school administration, Academic Coaches, and expert teacher consultants in ELA and Math. Findings indicate a need to increase literacy for English Learners and academic rigor for all students to attain mastery for achieving the Common Core State Standards.

Analysis of Current 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 numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school is meeting performance goals. The school analyzes yearly state CAASPP and local benchmark data (every six weeks) to modify and improve student academic performance. Academic performance data is used to align instruction to the standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school is meeting performance goals. The school assessment cycle provides student academic performance data every six weeks to identify areas for improvement. Gaps in student performance are identified and used for re-teaching purposes and to modify classroom instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

District teachers meet the highly qualified staff requirements established by the California Commission on Teacher Credentialing.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school meets sufficiency of credentialed teachers' requirement. Teachers have access to yearly professional development opportunities and training on state- adopted instructional materials.

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

The district contracts with TCOE consultants to provide professional development in the following core content areas ELA/ELD, Math, and Science. Yearly teacher professional development surveys and CAASP data provide feedback to schools on the professional development needs of teachers.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school Academic Coach provides on going instructional strategy support for teachers and works directly with TCOE content experts for implementation of Common Core instructional strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Late Start days are utilized for teacher collaboration in grade-level or department teams. Teacher collaboration time is used for curriculum alignment, developing assessments and instructional strategies.

Teaching and Learning

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

Yearly standards-based curriculum guides are developed that include instructional materials aligned to the Common Core State Standards. Teacher developed standards-based assessments are used to guide classroom instruction and student learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school meets the state instructional minute requirements for reading/language arts and math. Identified students who perform poorly on interim assessments are provided with additional re-teaching time for reading /language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level curriculum guides are developed in the core areas and benchmark assessments are administered every six weeks. Standards-based data dives take place and deficient students are provided with re-teaching opportunities and additional student interventions.

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

All district students have access to standards-based materials. Core instructional materials are aligned to the Common Core State Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All K-12 adopted instructional materials are approved by the California Department of Education. Supplemental intervention instructional materials meet grade-level state standards. Students have access to standards- aligned core courses.

Opportunity and Equal Educational Access

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

District / School goals provide actions, services, and resources to ensure that underperforming students meet the standards. There is a monitoring process to ensure schools are meeting the needs of underperforming and resources are targeted to address deficient areas

Evidence-based educational practices to raise student achievement

The school implements evidence based educational practices to address school wide academic improvement. These include targeted instructional strategies, standards-based assessments, and student academic interventions to close the achievement gap.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District and Title I funds are utilized by the school to provide family resources and improve academic outcomes for under-achieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SPSA development includes participation of parents, community members, teachers, and other school staff. The SPSA planning team evaluates and monitors the SPSA plan. The Consolidated Application is updated and Board approved yearly.

Funding

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

Services provided by Title I,II,III,IV funds include: academic support in ELA and math for under-achieving students, supplemental instructional materials, professional development for teachers in ELA, math, and STEM, technology resources and programs for literacy and English acquisition, and social- emotional resources to reduce negative student behavior and improve learning.

Fiscal support (EPC)

Fiscal support to achieve SPSA actions, services, and academic outcomes include school funds, district funds, Title I-IV funds that are used to supplement the SPSA. SPSA resources are allocated based on review of academic and behavior data, LCAP goals, and individual school needs. SPSA resources are approved by the district and adhere to state and federal requirements.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The involvement for the SPSA included input from school leadership, staff, parents, and committees. The School Site Council approves and updates the SPSA annually. This process started at the beginning of the current year. Input was solicited in meetings and through surveys. An evaluation of the previous plan was conducted and data input was used to assess the effectiveness of that plan. A needs analysis was conducted and used to guide the development of this plan.

Resource Inequities

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

There were no resource inequities identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.29%	0.14%	0.13%	2	1	1
African American	%	0.14%	0.13%		1	1
Asian	0.58%	0.56%	0.54%	4	4	4
Filipino	0.15%	0.14%	0.13%	1	1	1
Hispanic/Latino	95.34%	94.57%	93.8%	655	679	696
Pacific Islander	%	%	0%			0
White	3.64%	4.32%	5.12%	25	31	38
Multiple/No Response	%	%	0%			0
Total Enrollment				687	718	742

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	189	203	218
Grade 10	164	188	207
Grade 11	171	157	173
Grade 12	163	170	144
Total Enrollment	687	718	742

Conclusions based on this data:

- Overall student enrollment has shown an increase of 24 students (1%) from last year.
- Our largest class are 9th graders for the past three years.
- Our largest sub-group are our Hispanic/Latino student at 93.8%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	157	144	154	22.9%	20.1%	20.8%
Fluent English Proficient (FEP)	373	387	382	54.3%	53.9%	51.5%
Reclassified Fluent English Proficient (RFEP)	13	31	20	7.9%	19.7%	13.9%

Conclusions based on this data:

1. Our English Learner enrollment has slightly increased .7% from last year.
2. Our largest sub-group are our Fluent English Proficient (FEP) at 51.5%.
3. 13.9% of our student body are Reclassified Fluent English Proficient (RFEP).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	181	169	150	176	166	146	176	166	146	97.2	98.2	97.3
All	181	169	150	176	166	146	176	166	146	97.2	98.2	97.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2540.	2593.	2599.	3.41	16.27	24.66	30.11	43.37	36.99	38.64	25.30	21.23	27.84	15.06	17.12
All Grades	N/A	N/A	N/A	3.41	16.27	24.66	30.11	43.37	36.99	38.64	25.30	21.23	27.84	15.06	17.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.23	25.30	29.45	52.84	54.22	49.32	36.93	20.48	21.23
All Grades	10.23	25.30	29.45	52.84	54.22	49.32	36.93	20.48	21.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.66	25.30	29.45	57.39	55.42	54.79	32.95	19.28	15.75
All Grades	9.66	25.30	29.45	57.39	55.42	54.79	32.95	19.28	15.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.68	19.88	26.03	67.61	66.87	56.85	26.70	13.25	17.12
All Grades	5.68	19.88	26.03	67.61	66.87	56.85	26.70	13.25	17.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.64	27.11	32.88	56.82	59.64	49.32	29.55	13.25	17.81
All Grades	13.64	27.11	32.88	56.82	59.64	49.32	29.55	13.25	17.81

Conclusions based on this data:

1. Due to COVID-19 Conclusions are based off of previous year's CAASPP results_ 61.65% of our 11th graders met or exceeded standards in ELA which is an increase of 2.01%.
2. The percent of students below standards in ELA Writing decreased by 3.53%.
3. 82.88% of students are Above/At or Near Standard in ELA Listening which is a decrease of 3.87% from last year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	181	169	149	174	168	143	174	168	143	96.1	99.4	96
All	181	169	149	174	168	143	174	168	143	96.1	99.4	96

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2480.	2496.	2504.	0.00	0.00	1.40	4.02	7.74	9.79	20.11	23.81	25.17	75.86	68.45	63.64
All Grades	N/A	N/A	N/A	0.00	0.00	1.40	4.02	7.74	9.79	20.11	23.81	25.17	75.86	68.45	63.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.15	2.98	2.10	15.52	19.64	25.17	83.33	77.38	72.73
All Grades	1.15	2.98	2.10	15.52	19.64	25.17	83.33	77.38	72.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.30	2.98	4.20	28.16	42.26	40.56	69.54	54.76	55.24
All Grades	2.30	2.98	4.20	28.16	42.26	40.56	69.54	54.76	55.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.15	1.79	3.50	51.15	52.38	51.75	47.70	45.83	44.76
All Grades	1.15	1.79	3.50	51.15	52.38	51.75	47.70	45.83	44.76

Conclusions based on this data:

1. Due to COVID-19 Conclusions are based off of previous year's CAASPP results__ 11.19% of our students met standards in mathematics which is an increase of 3.45%.
2. Communicating Reasoning is our strongest strand in mathematics at 55.25% an increase of 1.08%.

3. Concepts & Procedures strand increased by 4.65% from last year of students being Above Standard and At or Near Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1520.3	1520.0	1515.9	1519.5	1524.1	1519.9	44	31
Grade 10	1508.8	1541.2	1494.9	1554.0	1522.0	1528.0	39	38
Grade 11	1513.0	1524.2	1507.2	1504.6	1518.5	1543.4	28	26
Grade 12	1514.0	1538.9	1501.1	1536.2	1526.4	1541.1	25	25
All Grades							136	120

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	27.27	29.03	*	51.61	34.09	19.35	44	31
10	*	10.53	28.21	36.84	35.90	18.42	30.77	34.21	39	38
11	*	3.85	*	15.38	*	50.00	*	30.77	28	26
12	*	4.00	*	20.00	*	60.00	*	16.00	25	25
All Grades	9.56	5.00	30.15	26.67	30.88	42.50	29.41	25.83	136	120

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	38.64	16.13	*	38.71	27.27	32.26	*	12.90	44	31
10	*	39.47	30.77	18.42	30.77	21.05	*	21.05	39	38
11	*	7.69	*	42.31	*	23.08	*	26.92	28	26
12	*	16.00	44.00	36.00	*	40.00	*	8.00	25	25
All Grades	31.62	21.67	27.21	32.50	23.53	28.33	17.65	17.50	136	120

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	6.45	25.00	38.71	54.55	54.84	44	31
10	*	0.00	*	5.26	*	55.26	61.54	39.47	39	38
11		0.00	*	7.69	46.43	53.85	39.29	38.46	28	26
12		0.00	*	20.00	*	36.00	52.00	44.00	25	25
All Grades	*	0.00	13.97	9.17	30.88	46.67	52.94	44.17	136	120

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	29.55	0.00	36.36	74.19	34.09	25.81	44	31	
10	*	7.89	61.54	68.42	*	23.68	39	38	
11	*	0.00	46.43	38.46	*	61.54	28	26	
12	*	4.00	56.00	56.00	*	40.00	25	25	
All Grades	19.85	3.33	49.26	60.83	30.88	35.83	136	120	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	52.27	58.06	29.55	29.03	*	12.90	44	31	
10	46.15	68.42	35.90	10.53	*	21.05	39	38	
11	57.14	57.69	*	19.23	*	23.08	28	26	
12	72.00	72.00	*	24.00	*	4.00	25	25	
All Grades	55.15	64.17	27.21	20.00	17.65	15.83	136	120	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	0.00	29.55	45.16	65.91	54.84	44	31	
10	*	0.00	*	52.63	74.36	47.37	39	38	
11		3.85	*	42.31	75.00	53.85	28	26	
12		4.00	*	48.00	72.00	48.00	25	25	
All Grades	*	1.67	25.00	47.50	71.32	50.83	136	120	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	59.09	54.84	29.55	45.16	44	31
10	*	5.26	61.54	68.42	33.33	26.32	39	38
11	*	0.00	71.43	76.92	*	23.08	28	26
12	*	0.00	64.00	68.00	*	32.00	25	25
All Grades	11.76	1.67	63.24	66.67	25.00	31.67	136	120

Conclusions based on this data:

1. Due to COVID-19 Conclusions are based off of previous year's ELPAC results__ 24.31% of our English Learners are are level 3 or 4 in overall language.
2. 41.47% of our English Learners are at level 1 in Written Language which is a decrease of 11.47%.
3. 11th grade English Learners have the highest percentage of students at 3/4 overall scores at 27.7%.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
718	92.5	20.1	0.3
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	144	20.1
Foster Youth	2	0.3
Homeless	5	0.7
Socioeconomically Disadvantaged	664	92.5
Students with Disabilities	27	3.8






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian	1	0.1
Asian	4	0.6
Filipino	1	0.1
Hispanic	679	94.6
Two or More Races	1	0.1
White	31	4.3

Conclusions based on this data:

- 92.5% of student population is Socioeconomically Disadvantaged.
- 94.6% of student enrollment are Hispanic.
- 20.1% of students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Red</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Areas in the Green are both Academic Performance-ELA & College/Career.
2. Graduation rate is in the Blue range.
3. Areas for growth include Academic Performance-Math (Red) and Suspension (Yellow).

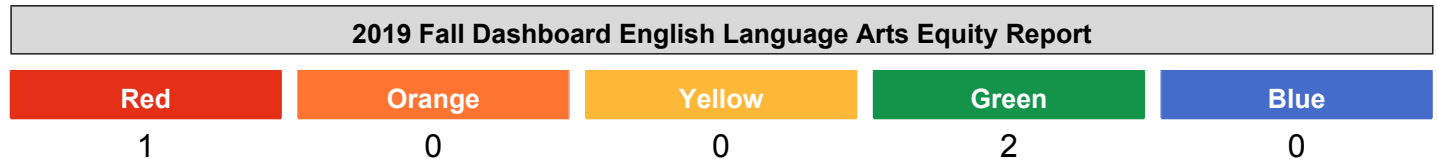
School and Student Performance Data

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	Homeless	Socioeconomically Disadvantaged
 Green 16.4 points above standard Increased ++4 points 146	 Red 92.6 points below standard Declined Significantly -24.4 points 41	 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 15.1 points above standard Increased ++3.8 points 134
Students with Disabilities				
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6				

2019 Fall Dashboard English Language Arts Performance 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 Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Green 15.4 points above standard Increased ++4.4 points 140	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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 119.3 points below standard Declined Significantly -17 points 25	Reclassified English Learners 51.8 points below standard Declined Significantly -33.8 points 16	English Only 49.4 points above standard Increased ++10 points 28
--	---	--

Conclusions based on this data:

- Overall Hispanic students are in the Green at 15.4 points above standard which is an increase of 4.4 points.
- All students are 16.4 points above standard which are increase of 4 points form previous year.
- Reclassified English Learner students are 51.8 points below standard which was significant decline of 33.8 points.

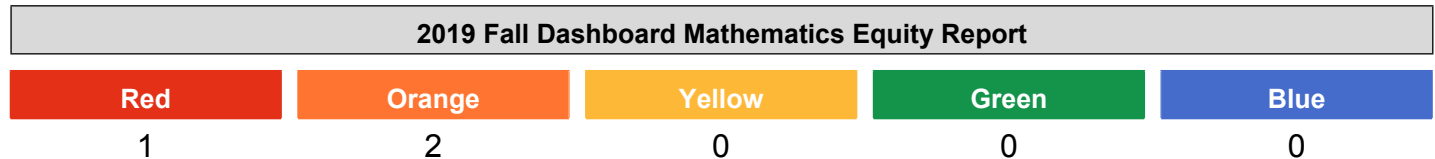
School and Student Performance Data

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 <div style="text-align: center;">  Red 123.6 points below standard Maintained ++2.6 points 143 </div>	English Learners <div style="text-align: center;">  Red 193.2 points below standard Declined -3.6 points 40 </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div style="text-align: center;">  Orange 123.7 points below standard Increased ++6.7 points 132 </div>	Students with Disabilities <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 123 points below standard Increased ++6.4 points 137			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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
208.6 points below standard Increased ++8.7 points 23	171.8 points below standard Declined Significantly -23 points 17	115.2 points below standard Maintained ++1.3 points 26

Conclusions based on this data:

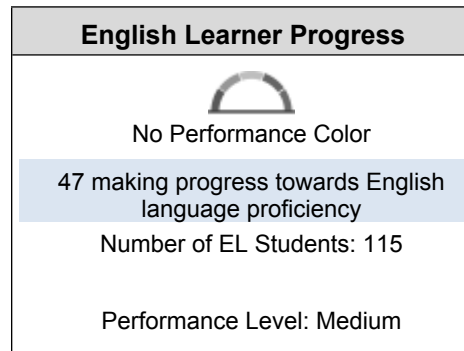
- All students are in the Orange at 123.6 points below standard.
- Socioeconomically Disadvantaged increased 6.7 points from the previous year.
- Reclassified English Learners declined by 23 points.

School and Student Performance Data

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
13.9	39.1	0.8	46.0

Conclusions based on this data:

1. 46% of students progress at least one ELPI level
2. 13.9% of students decreased one ELPI level.
3. 39.9% of students maintained their current ELPI levels.

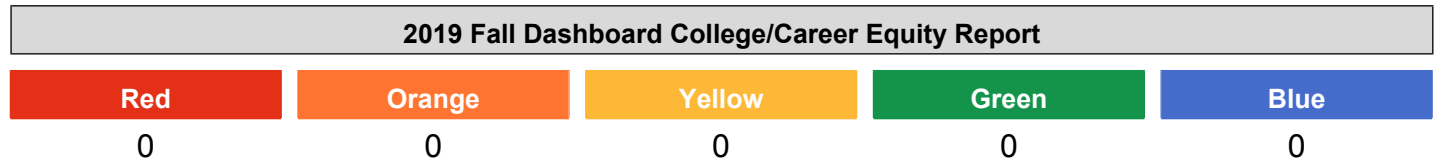
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 37.5 Increased Significantly +11.6 176	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 0 Students	 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 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 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 0 Students	 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 0 Students

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
25.9 Prepared	25.9 Prepared	37.5 Prepared
28.3 Approaching Prepared	28.3 Approaching Prepared	19.3 Approaching Prepared
45.8 Not Prepared	45.8 Not Prepared	43.2 Not Prepared

Conclusions based on this data:

- 37.5% of our students-Class of 2019 met the Prepared category of the College/Career Indicator which is a increase of 11.6% from the Class of 2018.
- There was a drop from 45.8% to 43.5% a decrease of 2.6% of students Not Prepared.
- 19.3% of students are Approaching Prepared in the College/Career Indicator.

School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No Data Available.

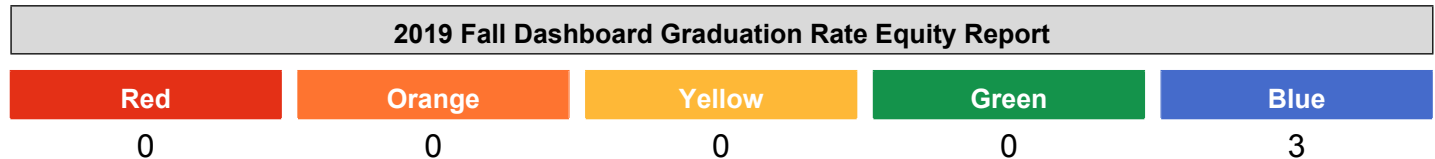
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  <p>Blue</p> <p>97.7</p> <p>Declined -2.3</p> <p>176</p>	English Learners  <p>Blue</p> <p>95.7</p> <p>Declined -4.4</p> <p>46</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	Socioeconomically Disadvantaged  <p>Blue</p> <p>97.7</p> <p>Declined -2.3</p> <p>173</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 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 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98.2 Declined -1.8 168	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
100	97.7

Conclusions based on this data:

1. In 2019 the graduation rate decreased by 2.3% to 97.7%.
2. Hispanic sub group experienced declined by 1.8%.
3. Graduation rate is still in the Blue range, however, Socioeconomically Disadvantage declined by 2.3% but is still at 97.7%.

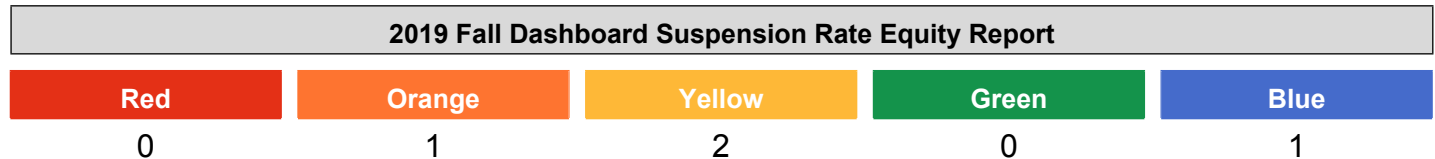
School and Student Performance Data

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  Yellow 3.1 Maintained 0 749	English Learners  Orange 7.1 Maintained +0.1 155	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  No Performance Color Less than 11 Students - Data Not 6	Socioeconomically Disadvantaged  Yellow 3 Maintained -0.2 697	Students with Disabilities  No Performance Color 6.9 Increased +6.9 29

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 1	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color Less than 11 Students - Data 4	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Yellow 3.2 Maintained 0 710	Two or More Races  No Performance Color Less than 11 Students - Data 1	Pacific Islander	White  Blue 0 Maintained 0 31

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.1	3.1

Conclusions based on this data:

1. In 2019 the suspension rates were maintained at 3.1%.
2. Sub group of students with disabilities increased by 6.9% but a performance color was not assigned.
3. Subgroup-White did not have any suspensions for 2019.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Implementation of state standards

LEA/LCAP Goal

Increase student achievement for all students and sub-groups in ELA, ELD, and Mathematics

Goal 1

Increase student performance in English, English Language Development, and Mathematics

Identified Need

Yearly CAASPP results continue to indicate the need to focus on providing impactful resources and continued implementation of researched-based instructional practices to increase the level of student achievement, especially in the areas of English Language Arts, Math, and English Language Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC CAASPP Apex Course completion/performance STAR assessments	Previous year's CAASPP scores	Increase indicator scores and assessments.
CAASPP (Mathematics)		Increase the number of student meeting or exceeding standards to 10%.
ELPAC		All English Learners will show 1 performance level of growth.
MDTP Next Course Readiness, Grades, Benchmarks		In Math, 60% of all students will be ready for next course as measured by the MDTP, grades and benchmarks.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase the percentage of students achieving at standards met/exceeded or meet grade level standards in Mathematics

Strategy/Activity

Through the implementation of content / performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in Mathematics as measured by SBAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

Title I
5800: Professional/Consulting Services And Operating Expenditures
1.1a Provide teacher professional development in the area of Mathematics with GEAR UP Consultants

10,000.00

Title I
4000-4999: Books And Supplies
1.1b Apex Tutorials for student supports and intervention. Apex Assessments i.e. TST, Quizzes, & CST.

25,000.00

Title I
1000-1999: Certificated Personnel Salaries
1.1c Provide an on site math coach for Response to Intervention support with re-engagement strategies

7,000.00

Title I
4000-4999: Books And Supplies
1.1d Provide technology and supplemental materials to support program implementation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase the percentage of students achieving at standards met / exceeded or meet grade level standards in ELA

Strategy/Activity

Through the implementation of content / performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in ELA as measured by SBAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2a Provide on site Academic Coach to support teachers implementation of ELD strategies for English Learners
25,000.00	Title I 1000-1999: Certificated Personnel Salaries 1.2b Apex Tutorials for student supports and intervention. APEX Assessments i.e. TST, Quizzes, & CST.
25,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2c STAR / Accelerated Reader / Myon Program
2,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2d Provide staff development on ELD strategies
	Title I 4000-4999: Books And Supplies 1.2e Provide technology support and supplemental materials Renaissance / Myon

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

List specific strategies to increase the performance of English Learners by one level as measured by ELPAC.

Strategy/Activity

Through the implementation of ELD standards education, we will increase the performance of English Learners one level as measured by ELPAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title III 5800: Professional/Consulting Services And Operating Expenditures 1.3 a Provide TCOE professional development in the area of ELD
2,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.3b Fully implement ELD standards instruction
5,073.00	Title III 4000-4999: Books And Supplies 1.3c Provide supplemental materials for ELD instruction
1,167.00	Title III Immigrant 4000-4999: Books And Supplies 1.3d Provide supplemental support and materials for immigrant students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategies to increase teacher support and growth include new teacher support.

Strategy/Activity

Increase to 100 percent the number of teachers teaching with the appropriate credential and certification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.4a Provide TCOE professional development in the area of TIP.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

List specific actions to implement standards-based materials, include supplemental materials.

Strategy/Activity

The district will maintain 100% of the latest state adopted materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.5a Provide professional development and resources in the area of NGSS / STEM, and literacy
14,000.00	Title IV 5000-5999: Services And Other Operating Expenditures Provide professional development in the area of Technology Integration
7,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.5b Vertically align curriculum and standards with new adoptions summer planning
6,788.00	Title I 4000-4999: Books And Supplies Provide additional materials and support for NGSS / STEM integration and alignment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

List specific actions to increase the reading levels of students reading below grade level by 1 year.

Strategy/Activity

Increase K- 12 reading levels of students reading below grade level by 1 year as measured by STAR/AR/ Myon, High Point, Imagine Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000.00	Title I 4000-4999: Books And Supplies

	STAR / Accelerated Reader Program
10,000.00	Title I 4000-4999: Books And Supplies Purchase additional AR Books to support students
4,500.00	Title I 4000-4999: Books And Supplies Implement a student recognition program to promote literacy goals

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

List specific actions to increase PLC teacher collaboration for implementation of ELD / CCSS

Strategy/Activity

Academic content standards and ELD standards will be the basis of 80% of PLC meetings, Grade level meetings, and Department meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	5800: Professional/Consulting Services And Operating Expenditures Provide PLC training and support
10,000.00	5800: Professional/Consulting Services And Operating Expenditures Review standards through APEX reports that align with Common Core State Standards

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies and activities for Goals 1 were implemented. District CASSP student results for English Language Arts indicated a 3.6 % increase and while Math increased by 3.1%. English Learners continue to be a focus for improvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All strategies and activities for Goals 1 were implemented. District CASSP student results for English Language Arts indicated a 3.6 % increase and while Math increased by 3.1%. English Learners continue to be a focus for improvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will continue with the strategies and activities described in Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture

LEA/LCAP Goal

Provide a clean, healthy, orderly, physically, and emotionally, safe environment in which to engage students in their learning and reach their full potential.

Goal 2

FHS will maintain a clean, healthy, orderly, safe environment that supports students achieving Student Learner Outcomes.

Identified Need

Good attendance is a strong indicator of increased achievement and graduation rates. The school has experienced a history of average daily attendance of 95% or more. Providing a clean, healthy, orderly, physically and emotionally safe environment is essential to maintain high attendance rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student/Parent Survey Suspensions Williams Facility Rating Graduation Rate Attendance Percent Truancy	Survey results 90% report FHS is always or almost always a safe place for students (2018) FHS had 31 suspensions in 2018 Facility Rating 2018 visit 2018 graduation rate 96.6% Attendance percent 95% 2018 415 students were documented truant in 2017, 205 in 2018.	Increase survey percent to 95%. Reduce student suspensions to 25 Maintain facility rating Increase graduation rate to 98% Increase Attendance percent to 96.5% Reduce student truancy to 100 by 2019.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase student attendance TK-12

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide student attendance incentives
1,000.00	Title I 4000-4999: Books And Supplies Coordinate After School Program with the regular day program to create opportunities for attendance recovery

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase high school graduation rates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Provide Teaching Fellows classroom interventions and support for English Learners
15,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Provide college field trips and exploration opportunities
8,000.00	Title I 4000-4999: Books And Supplies Provide programs and supplemental materials to support credit recovery

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Decrease chronic student absenteeism across the district

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Provide individualized planning and support for
at risk students

1,500.00

Title I
5900: Communications
Communicate all policies and procedures to
families

3,000.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Provide opportunities for attendance recovery

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reduce student suspension rates across the district

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000.00

Source(s)

Title IV
5800: Professional/Consulting Services And
Operating Expenditures
Provide professional development/training in the
area of PBIS/ MTSS

5,000.00

Title IV
4000-4999: Books And Supplies

	Continue implementation of MTSS/PBIS services
5,000.00	Title I 4000-4999: Books And Supplies Provide student recognition for students meeting requirements

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Decrease student expulsion rates across the district

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title IV 4000-4999: Books And Supplies Provide Second Step / School Connections resources and integrate into school program
20,000.00	LCFF 2000-2999: Classified Personnel Salaries Provide support through Campus Supervisors
3,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide training and coordination with outside agencies and resources for counseling and intervention programs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Decrease student dropout rates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000.00	LCFF 2000-2999: Classified Personnel Salaries Provide outreach services to at risk students and families via Community Liaison services
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Provide training for staff on engagement strategies for at risk learners
20,000.00	ASSETS 4000-4999: Books And Supplies Provide coordinated after school programs and services to students

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure that school receives a passing score on Facilities / Safety Compliance Report
--

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF 4000-4999: Books And Supplies 2.7a Coordinate site CTE needs
3,000.00	Title I 4000-4999: Books And Supplies Provide student training and recognition for students meeting Student Learner Outcomes

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions and services were implemented as described in Goal 2. While suspension rates declined as a result of implementation socio-emotional strategies, chronic absenteeism increased.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no difference between intended implementation and or budgeted expenditures in Goal 2.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is an increased focus to reduce chronic absenteeism and improve attendance rates. The CA School Dashboard provides a chronic absenteeism metric which indicates that district schools performed in Red. Attendance incentives will be implemented to improve student attendance rates to Orange.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement

LEA/LCAP Goal

Increase the level of engagement by parents, family, and community stakeholders in the education of their children

Goal 3

Increase parent involvement to support student learning and achievement of Learner Outcomes

Identified Need

The level of parent engagement supports students. It is important to provide parent engagement activities and to use new means to communicate these and more activities via parent calling systems, school websites, parent portal, newsletters, parent liaisons, and outreach consultants to encourage engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign In Sheets/participation averages (number of parent sign in/events)	FHS had a parent participation average of 120 for 2018	Increase parent average to 150 for 2019

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent involvement by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide PIQE parent training and support
10,000	Adult Education 1000-1999: Certificated Personnel Salaries Provide Adult Education ESL / Diploma classes
3,000.00	Title I 4000-4999: Books And Supplies Increase parent communication with fliers and newsletters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide parent education courses (minimum of 2) for the purpose of understanding the use of technology, CCSS and English-As-A-Second-Language

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title III Immigrant 4000-4999: Books And Supplies Provide family literacy events
10,000.00	ASSETS 5800: Professional/Consulting Services And Operating Expenditures Implement Family Literacy classes through Parent Empowerment Program

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies and activities were implemented as listed in Goal 3. The Parent Institute for Quality Education program provided increased parent engagement opportunities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no difference between intended implementation and or budgeted expenditures in Goal 3.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will continue with the strategies and activities described in Goal 3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Pupil Achievement

LEA/LCAP Goal

Every student will graduate with 21st Century skills and a broad course of study for success and/or a college preparatory curriculum

Goal 4

FHS will increase the number of students who are graduating college and career prepared

Identified Need

Develop 21st Century career pathways that provide opportunities for all students to be prepared to enter college and careers. Expand college and career opportunities for students in high school and increase the percent of high needs students enrolled.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Status and Change Report	FHS has 35.8% of students meet prepared status in 2017	Increase students meeting prepared status to 40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the number of all students, including unduplicated and special needs who are college and career ready

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,310.00	LCFF 4000-4999: Books And Supplies

	Provide GATE / Honors materials and resources
19,000.00	ASSETS 5000-5999: Services And Other Operating Expenditures Provide extended learning opportunities/college visits/career exploration
5,000.00	Title I 4000-4999: Books And Supplies Provide additional supplemental materials
2,000.00	Title I 4000-4999: Books And Supplies All students will receive individual counseling and develop a 10 year plan

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who score a 3 or higher on Advanced Placement exams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCFF 4000-4999: Books And Supplies Provide supplemental materials to support student achievement
5,000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures Provide training and support for AP teachers
5,000.00	Title I 4000-4999: Books And Supplies Provide extended day / extended year/ bridge classes for AP students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who complete at least one Career Educational Technical Pathway

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000.00	LCFF 4000-4999: Books And Supplies Provide support materials for CTE programs
5,000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures Provide staff development for pathway/CTE staff
3,000.00	Other 5800: Professional/Consulting Services And Operating Expenditures Provide professional development for counseling department in the area of career counseling

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies and actions were implemented as listed in Goal 4.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no difference between intended implementation and or budgeted expenditures in Goal 4.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will continue with the strategies and activities described in Goal 4.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$342,492.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$839,118.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$289,035.00
Title II	\$22,285.00
Title III	\$13,000.00
Title IV	\$17,022.00
Title III Immigrant	\$1,150.00
Federal Special Ed	\$62,816.00

Subtotal of additional federal funds included for this school: \$405,308.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASSETS	\$275,000.00
LCAP	\$143,810.00
LCFF	\$2,000.00
Other	\$13,000.00

Subtotal of state or local funds included for this school: \$433,810.00

Total of federal, state, and/or local funds for this school: \$839,118.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
ASSETS	275,000.00	0
Title I	289,035.00	0
Title II	22,285.00	0
Title III	13,000.00	0
Unrest Lottery	172,568.00	0
Other	50,000.00	0
LCFF	1,144,837.00	0

Expenditures by Funding Source

Funding Source	Amount
ASSETS	275,000.00
LCAP	143,810.00
LCFF	2,000.00
Other	13,000.00
Title I	289,035.00
Title II	22,035.00
Title III	13,000.00
Title III Immigrant	1150.00
Title IV	17,022.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	55,000.00
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	212,338.00

5000-5999: Services And Other Operating Expenditures	39,000.00
5800: Professional/Consulting Services And Operating Expenditures	146,000.00
5900: Communications	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures		14,000.00
4000-4999: Books And Supplies	ASSETS	20,000.00
5000-5999: Services And Other Operating Expenditures	ASSETS	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	ASSETS	19,000.00
2000-2999: Classified Personnel Salaries	LCAP	50,000.00
4000-4999: Books And Supplies	LCAP	58,810.00
5000-5999: Services And Other Operating Expenditures	LCAP	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
	Other	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	55,000.00
4000-4999: Books And Supplies	Title I	122,288.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	67,000.00
5900: Communications	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	12,000.00
4000-4999: Books And Supplies	Title III	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00
4000-4999: Books And Supplies	Title III Immigrant	1150.00
4000-4999: Books And Supplies	Title IV	4,000.00

5800: Professional/Consulting
Services And Operating Expenditures

Title IV

13,022.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	220,528.00
Goal 2	147,000.00
Goal 3	44,000.00
Goal 4	102,310.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Emily Koop	Principal
Chris Sanchez	Other School Staff
Mercedes Rosales	Other School Staff
Michele Duarte	Classroom Teacher
Robert Lauck	Classroom Teacher
David Light	Classroom Teacher
Effie Romero	Parent or Community Member
Maria Cortez	Parent or Community Member
Christina Hernandez	Parent or Community Member
Raul Cortez	Secondary Student
Cassidy See	Secondary Student
Carissa Martin	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

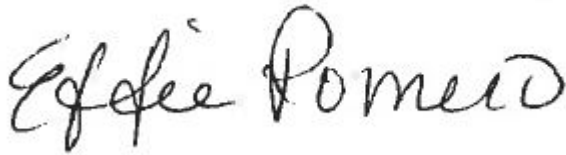
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

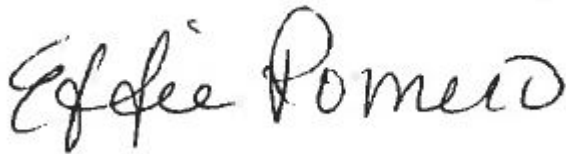
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 15, 2020.

Attested:



Principal, Emily Koop on October 15, 2020



SSC Chairperson, Effie Romero on October 15, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019