School Year: **2022-23**

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	November 30, 2022	December 13, 2022

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 Local Control Accountability 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.

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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 2021-2022:

Strength areas:
- Regarding communication:
- 86% of parents reported receiving information from our school via Parent Square, notes, flyers, phone calls, etc. on a daily/weekly basis.
- 89% of parents reported notices are in English and Spanish Always/Almost always.
- 81% of parents reported that their student Always/Almost always receives good classroom instruction.
- 81% of parents reported that their student Always/Almost always feels welcomed at our school.

Areas for growth:
- 41% of parents reported know your child's reading level
- 59% of parents feel the school places the proper emphasis on Reading and 63% in writing & math.

*2021-2022 school year included quarantining large amount of students due to COVID contact tracing requirements.

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.

The district provides mentors to support new teachers. These mentors are tenured teachers throughout the district.

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.

Additionally, supplemental materials and curriculum are purchased that align with state standards to support instruction and differentiate instruction.

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.

Assessments and RTI cycles are completed systematically to address student needs and adjust instruction in order assist students with meeting the state standards. Intervention Teachers assist teachers and students with addressing the student needs with disaggregated data and intervention supports.

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.

Community Liaisons are at every school site and the high school has an Outreach Consultant to provide community/school based resources to assist student/family needs.

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.

Educational Partner 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.

Resource inequity can be found among our English Language Learners, specifically our English Only speaking students. Through ESSERS funding we have staffed EL Instructional Aides to push in the ELD classes and in courses where there is a high need of support due to the content. Another inequity is with our Special Education support

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.13%	0.1%	0.14%	1	1	1
African American	0.13%	0.3%	0.14%	1	2	1
Asian	0.54%	0.7%	0.28%	4	5	2
Filipino	0.13%	%	%	1		
Hispanic/Latino	93.8%	94.6%	94.34%	696	677	684
Pacific Islander	0%	%	%	0		
White	5.12%	2.5%	1.66%	38	18	12
Multiple/No Response	0.13%	%	%	1		
			Total Enrollment	742	716	725

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	218	181	200
Grade 10	207	206	179
Grade 11	173	181	181
Grade 12	144	148	165
Total Enrollment	742	716	725

Conclusions based on this data:

1. Overall student enrollment has shown an increase of 9 students from last year.

2. Our 12th grade class is larger than last year even through the COVID pandemic.

3. Our largest sub-group is consistently our Hispanic/Latino students at 94.34% this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	154	177	197	20.8%	24.70%	27.2%
Fluent English Proficient (FEP)	382	342	309	51.5%	47.80%	42.6%
Reclassified Fluent English Proficient (RFEP)	20	5		13.9%	0.70%	

Conclusions based on this data:

1. Our English Learner enrollment has increased by 2.5% from last year.

2. Our largest sub-group are our Fluent English Proficient (FEP) at 42.6% decreased from previous year by 5.2%.

3. 6.5% 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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	150	180	174	146	159	167	146	159	167	97.3	88.3	96.0
All Grades	150	180	174	146	159	167	146	159	167	97.3	88.3	96.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students																
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	2599.	2543.	2546.	24.66	10.06	7.19	36.99	23.27	34.73	21.23	33.33	23.95	17.12	33.33	34.13
All Grades	N/A	N/A	N/A	24.66	10.06	7.19	36.99	23.27	34.73	21.23	33.33	23.95	17.12	33.33	34.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	29.45	13.21	9.58	49.32	62.89	64.67	21.23	23.90	25.75
All Grades	29.45	13.21	9.58	49.32	62.89	64.67	21.23	23.90	25.75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	29.45	11.32	12.57	54.79	49.69	52.69	15.75	38.99	34.73
All Grades	29.45	11.32	12.57	54.79	49.69	52.69	15.75	38.99	34.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	26.03	10.69	8.98	56.85	75.47	77.25	17.12	13.84	13.77
All Grades	26.03	10.69	8.98	56.85	75.47	77.25	17.12	13.84	13.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	32.88	13.84	10.18	49.32	67.30	75.45	17.81	18.87	14.37
All Grades	32.88	13.84	10.18	49.32	67.30	75.45	17.81	18.87	14.37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall Achievement for All Students was 34.73% at Standard Met which was an increase of 11.46%.

2. In the Writing category there was an increase of 1.25% students meeting Above Standard; 3% increase of students being At or Near Standard; and 4.26% decrease of students Below Standard.

3. In the category of Research/Inquiry there was an increase of 8.15% for At or Near Standard and 4.5% decrease for Below Standard.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	149	180	174	143	149	167	143	148	167	96	82.8	96.0
All Grades	149	180	174	143	149	167	143	148	167	96	82.8	96.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2504.	2458.	2450.	1.40	0.00	0.00	9.79	3.38	0.60	25.17	11.49	16.17	63.64	85.14	83.23
All Grades	N/A	N/A	N/A	1.40	0.00	0.00	9.79	3.38	0.60	25.17	11.49	16.17	63.64	85.14	83.23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2.10	0.00	0.60	25.17	17.57	23.35	72.73	82.43	76.05
All Grades	2.10	0.00	0.60	25.17	17.57	23.35	72.73	82.43	76.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	4.20	1.35	0.60	40.56	64.86	53.29	55.24	33.78	46.11
All Grades	4.20	1.35	0.60	40.56	64.86	53.29	55.24	33.78	46.11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 11	3.50	0.68	0.00	51.75	59.46	57.49	44.76	39.86	42.51
All Grades	3.50	0.68	0.00	51.75	59.46	57.49	44.76	39.86	42.51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall Achievement there was a 2.78% decrease in Standard Met; 4.68% increase of Standard Nearly Met; and 1.91% decrease of Standard Not Met.

2. The largest gain was in Concepts & Procedures where there was 5.78% increase in At or Near Standard and 6.38% decrease for students Below Standard.

3. Area that needs the most growth is in Problem Solving & Modeling/Data Analysis. There was a 11.57% decrease in At or Near Standard and 12.33% increase in students scoring in the Below Standard range.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1520.0	1517.2	1515.5	1519.5	1500.3	1503.4	1519.9	1533.5	1527.1	31	59	69
10	1541.2	1510.8	1535.8	1554.0	1491.7	1526.3	1528.0	1529.6	1544.6	38	58	58
11	1524.2	1529.2	1538.1	1504.6	1518.2	1520.0	1543.4	1539.7	1555.8	26	30	44
12	1538.9	1518.8	1548.3	1536.2	1504.5	1538.7	1541.1	1532.9	1557.4	25	23	24
All Grades										120	170	195

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	5.08	4.35	29.03	18.64	24.64	51.61	47.46	43.48	19.35	28.81	27.54	31	59	69
10	10.53	3.51	6.90	36.84	21.05	41.38	18.42	36.84	32.76	34.21	38.60	18.97	38	57	58
11	3.85	3.33	4.55	15.38	36.67	29.55	50.00	30.00	47.73	30.77	30.00	18.18	26	30	44
12	4.00	0.00	12.50	20.00	21.74	41.67	60.00	47.83	20.83	16.00	30.43	25.00	25	23	24
All Grades	5.00	3.55	6.15	26.67	23.08	32.82	42.50	40.83	38.46	25.83	32.54	22.56	120	169	195

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	16.13	8.47	7.25	38.71	27.12	42.03	32.26	37.29	28.99	12.90	27.12	21.74	31	59	69
10	39.47	10.53	17.24	18.42	24.56	44.83	21.05	42.11	29.31	21.05	22.81	8.62	38	57	58
11	7.69	20.00	11.36	42.31	36.67	47.73	23.08	23.33	27.27	26.92	20.00	13.64	26	30	44
12	16.00	13.04	20.83	36.00	39.13	50.00	40.00	21.74	16.67	8.00	26.09	12.50	25	23	24
All Grades	21.67	11.83	12.82	32.50	29.59	45.13	28.33	34.32	27.18	17.50	24.26	14.87	120	169	195

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	1.69	0.00	6.45	16.95	14.49	38.71	37.29	46.38	54.84	44.07	39.13	31	59	69
10	0.00	1.75	1.72	5.26	14.04	25.86	55.26	38.60	43.10	39.47	45.61	29.31	38	57	58
11	0.00	0.00	2.27	7.69	16.67	15.91	53.85	43.33	54.55	38.46	40.00	27.27	26	30	44
12	0.00	0.00	8.33	20.00	8.70	16.67	36.00	43.48	37.50	44.00	47.83	37.50	25	23	24
All Grades	0.00	1.18	2.05	9.17	14.79	18.46	46.67	39.64	46.15	44.17	44.38	33.33	120	169	195

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	5.08	4.35	74.19	69.49	68.12	25.81	25.42	27.54	31	59	69
10	7.89	3.51	6.90	68.42	63.16	70.69	23.68	33.33	22.41	38	57	58
11	0.00	0.00	4.55	38.46	73.33	59.09	61.54	26.67	36.36	26	30	44
12	4.00	0.00	4.17	56.00	56.52	58.33	40.00	43.48	37.50	25	23	24
All Grades	3.33	2.96	5.13	60.83	66.27	65.64	35.83	30.77	29.23	120	169	195

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	58.06	20.34	45.59	29.03	47.46	30.88	12.90	32.20	23.53	31	59	68
10	68.42	36.84	50.00	10.53	33.33	36.21	21.05	29.82	13.79	38	57	58
11	57.69	40.00	47.73	19.23	40.00	40.91	23.08	20.00	11.36	26	30	44
12	72.00	34.78	58.33	24.00	47.83	33.33	4.00	17.39	8.33	25	23	24
All Grades	64.17	31.36	48.97	20.00	41.42	35.05	15.83	27.22	15.98	120	169	194

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	8.47	2.90	45.16	40.68	34.78	54.84	50.85	62.32	31	59	69
10	0.00	3.51	10.34	52.63	45.61	46.55	47.37	50.88	43.10	38	57	58
11	3.85	3.33	9.09	42.31	40.00	45.45	53.85	56.67	45.45	26	30	44
12	4.00	0.00	16.67	48.00	39.13	41.67	48.00	60.87	41.67	25	23	24
All Grades	1.67	4.73	8.21	47.50	42.01	41.54	50.83	53.25	50.26	120	169	195

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	0.00	0.00	54.84	79.66	72.46	45.16	20.34	27.54	31	59	69
10	5.26	0.00	1.72	68.42	73.68	79.31	26.32	26.32	18.97	38	57	58
11	0.00	6.67	13.64	76.92	73.33	75.00	23.08	20.00	11.36	26	30	44
12	0.00	8.70	16.67	68.00	60.87	66.67	32.00	30.43	16.67	25	23	24
All Grades	1.67	2.37	5.64	66.67	73.96	74.36	31.67	23.67	20.00	120	169	195

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Mean Scale scores across all grade levels for overall, oral language, and written language there were increases ranging from 1.8-34.6 with the exception of 9th graders who decreased in overall by 1.7 and in written by 6.4.

2. The biggest gain was in Oral Language in Level 3 with an increase of 15.54%

3. For the Speaking Domain there was increase of 17.61% in all grades levels for Well Developed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
725	**94.8**	**27.2**	**0.1**
Total Number of Students enrolled in Farmersville High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	197	27.2
Foster Youth	1	0.1
Homeless	8	1.1
Socioeconomically Disadvantaged	687	94.8
Students with Disabilities	39	5.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1
American Indian	1	0.1
Asian	2	0.3
Filipino		
Hispanic	684	94.3
Two or More Races		
Pacific Islander		
White	12	1.7

Conclusions based on this data:

1. 93.8% of student population is Socioeconomically Disadvantaged.

2. 93.8% of student enrollment are Hispanic.

3. 20.8% of students are English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Low	**Graduation Rate** — High	**Suspension Rate** — High
Mathematics — Very Low		
English Learner Progress — Low		
College/Career — Not Reported in 2022		

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
1	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
35.2 points below standard	101.8 points below standard	
162 Students	51 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	35.3 points below standard	137.1 points below standard
	153 Students	11 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 0 Students			

Hispanic	Two or More Races	Pacific Islander	White
Low 36.1 points below standard 154 Students			No Performance Level 3 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.8 points below standard 42 Students	9 Students	43.4 points below standard 48 Students

Conclusions based on this data:

1. Overall Hispanic students are in the Green at 15.4 points above standard which is an increase of 4.4 points.

2. All students are 16.4 points above standard which are increase of 4 points form previous year.

3. 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
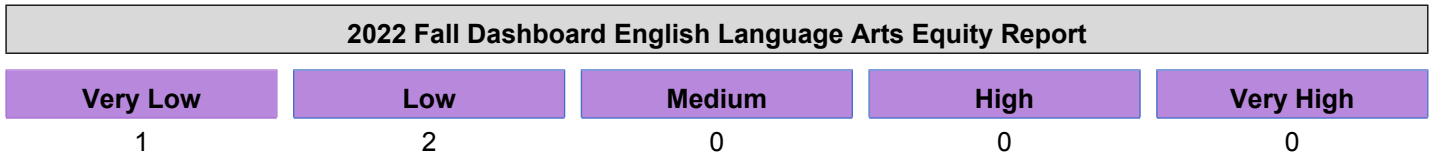
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
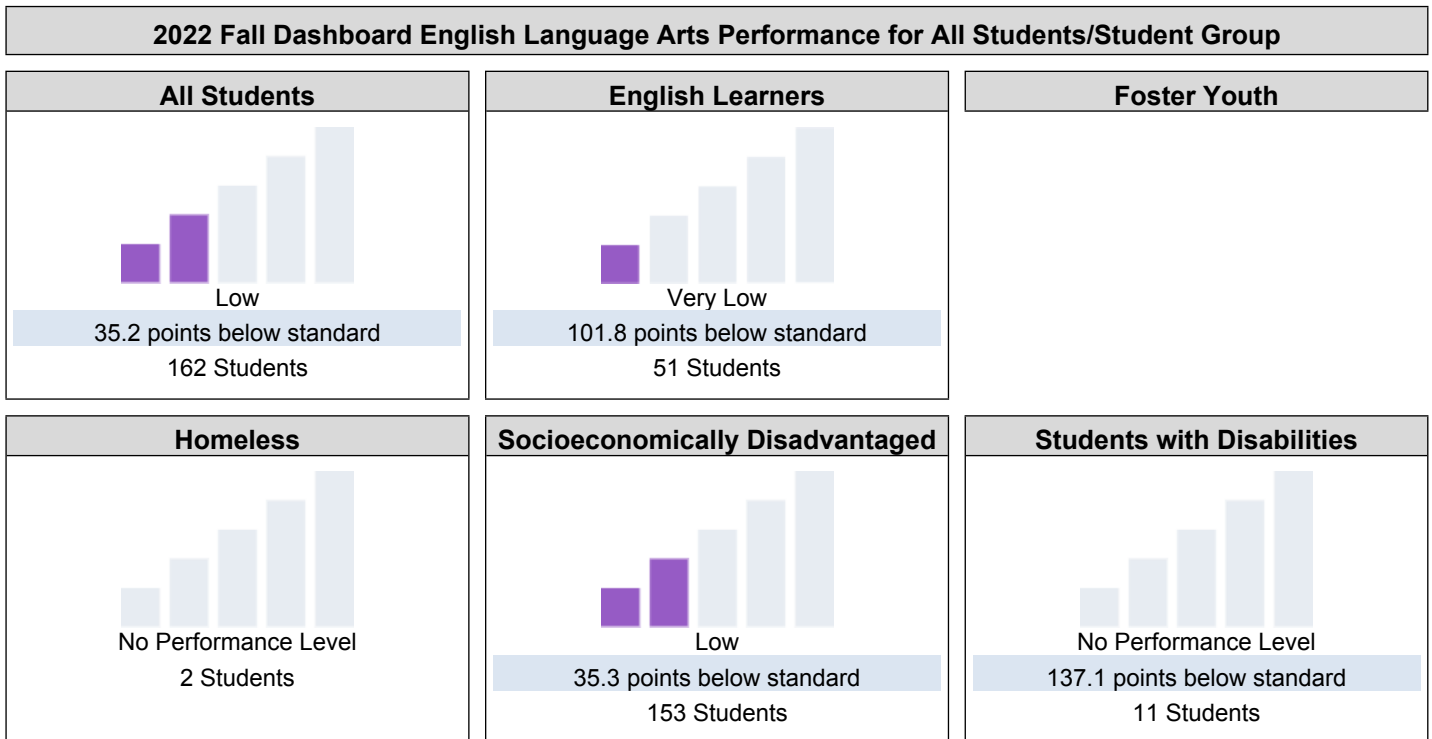
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
179.4 points below standard	208.8 points below standard	
162 Students	51 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
2 Students	183.6 points below standard	216.9 points below standard
	153 Students	11 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 0 Students			

Hispanic	Two or More Races	Pacific Islander	White
Very Low 180.0 points below standard 154 Students			No Performance Level 3 Students
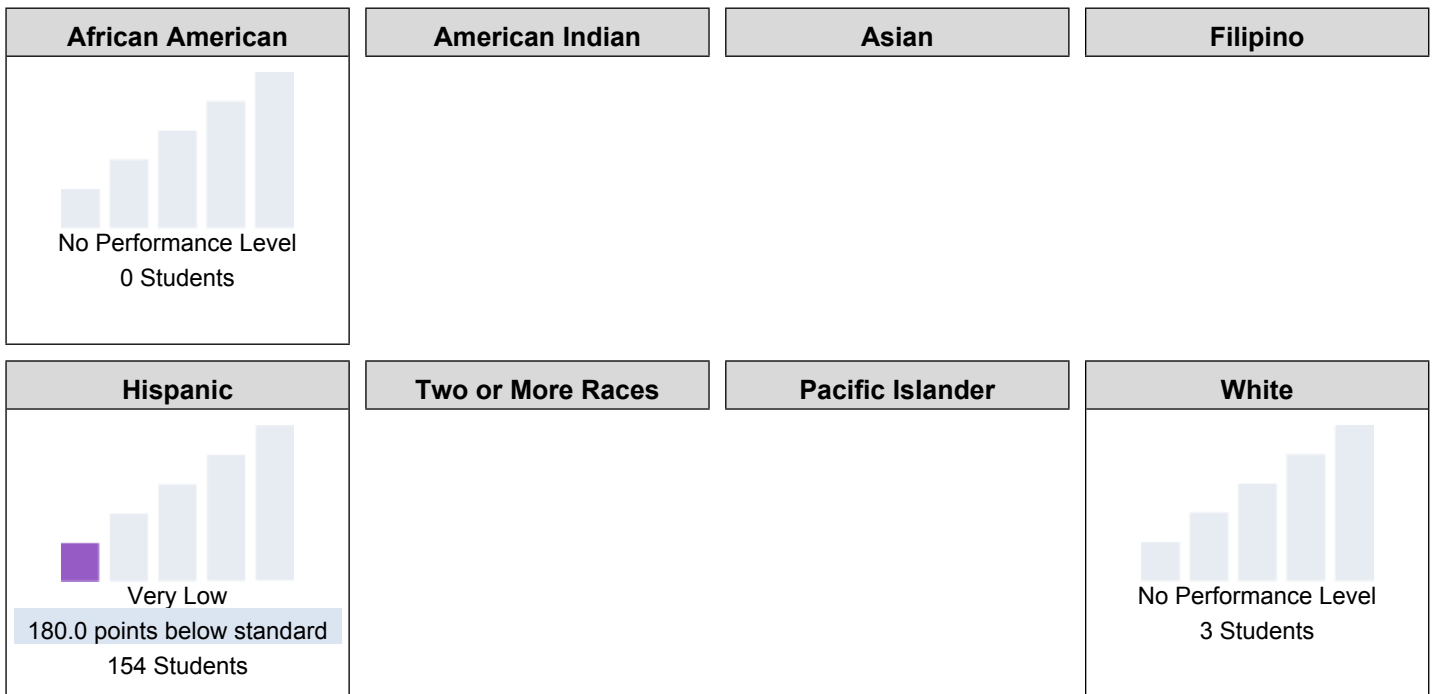
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

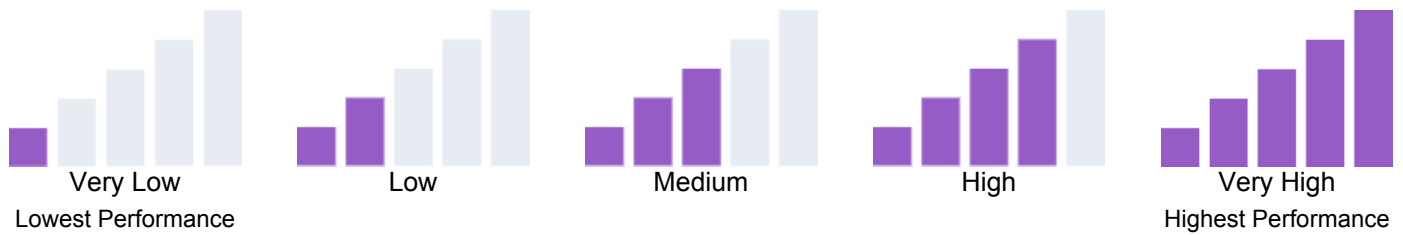| Current English Learner	Reclassified English Learners	English Only
224.0 points below standard 42 Students	9 Students	182.5 points below standard 48 Students

Conclusions based on this data:

1. All students are in the Orange at 123.6 points below standard.

2. Socioeconomically Disadvantaged increased 6.7 points from the previous year.

3. Reclassified English Learners declined by 23 points.

School and Student Performance Data

Academic Performance
English Learner Progress
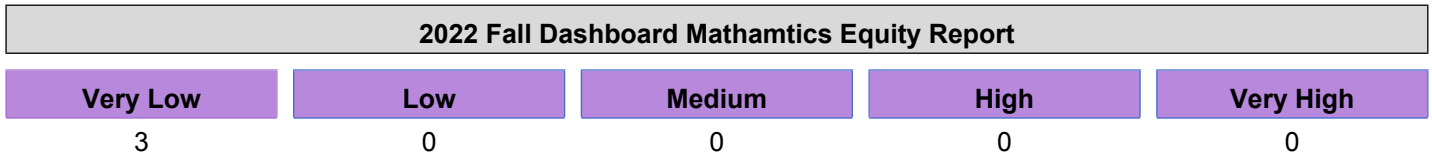
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
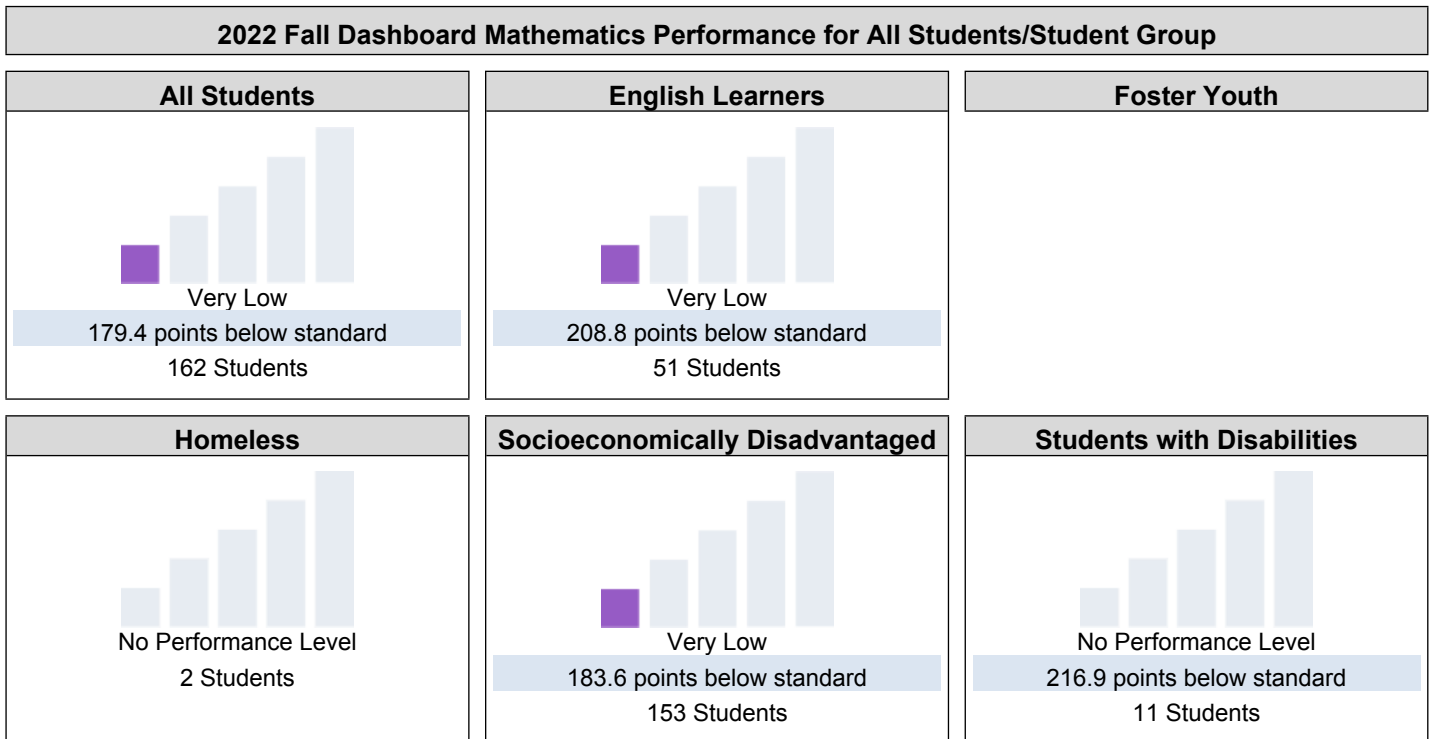
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

40.3 making progress towards English language proficiency

Number of EL Students: 181 Students

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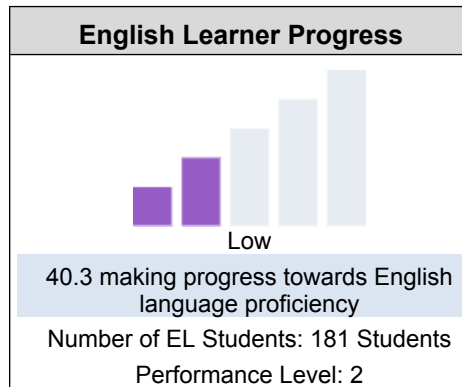
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
45	63	5	68

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. 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.

2. There was a drop from 45.8% to 43.5% a decrease of 2.6% of students Not Prepared.

3. 19.3% of students are Approaching Prepared in the College/Career Indicator.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels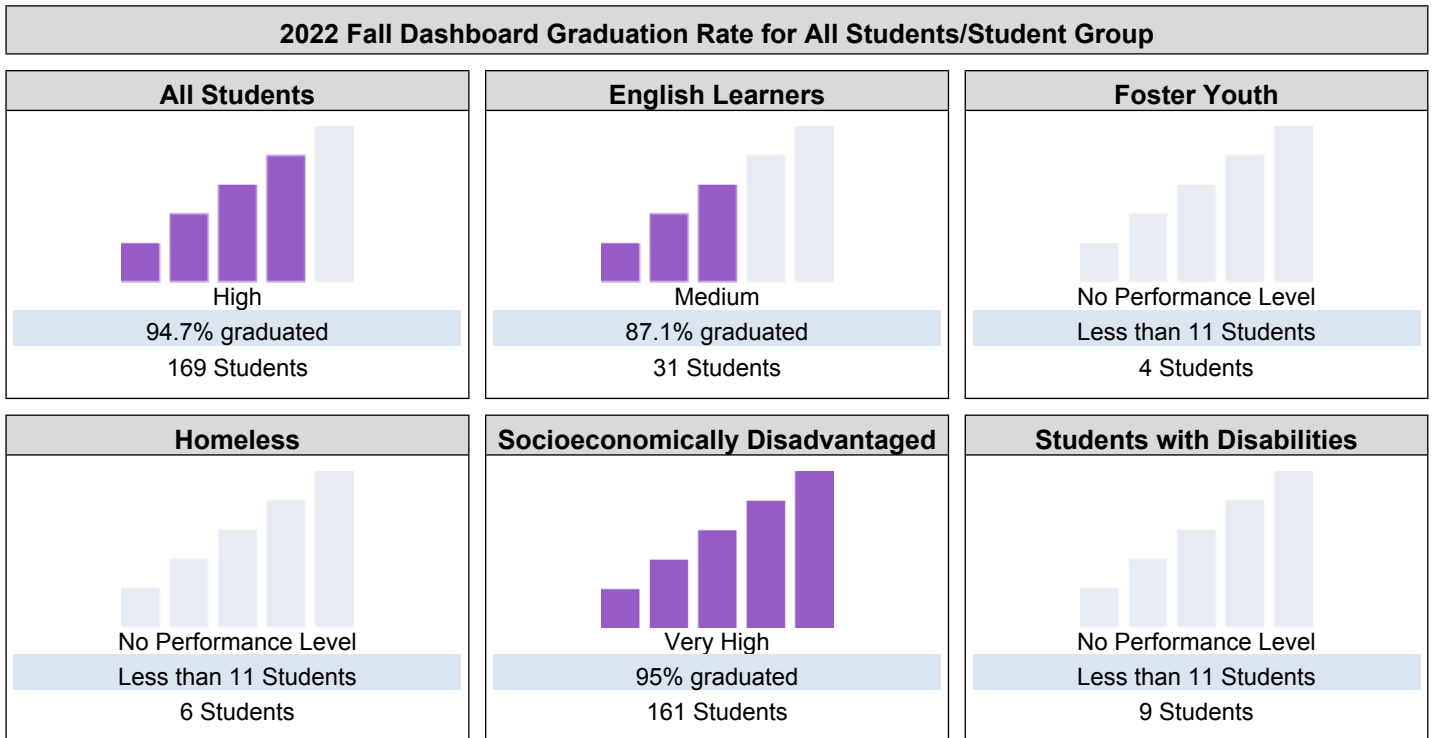 associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	1	1
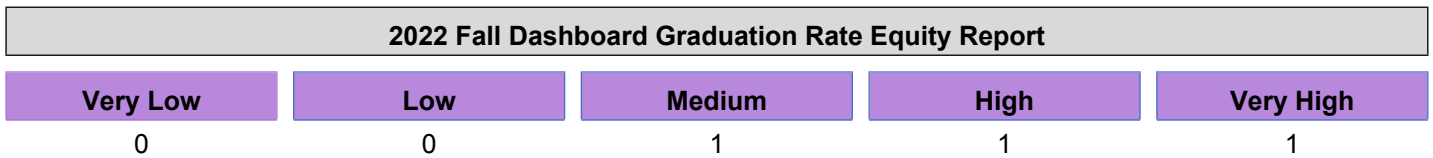
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	No Performance Level
94.7% graduated	87.1% graduated	Less than 11 Students
169 Students	31 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	95% graduated	Less than 11 Students
6 Students	161 Students	9 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino

African American

No Performance Level
Less than 11 Students
1 Student

Asian

No Performance Level
Less than 11 Students
1 Student

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

High
94.2% graduated
154 Students

White

No Performance Level
Less than 11 Students
7 Students
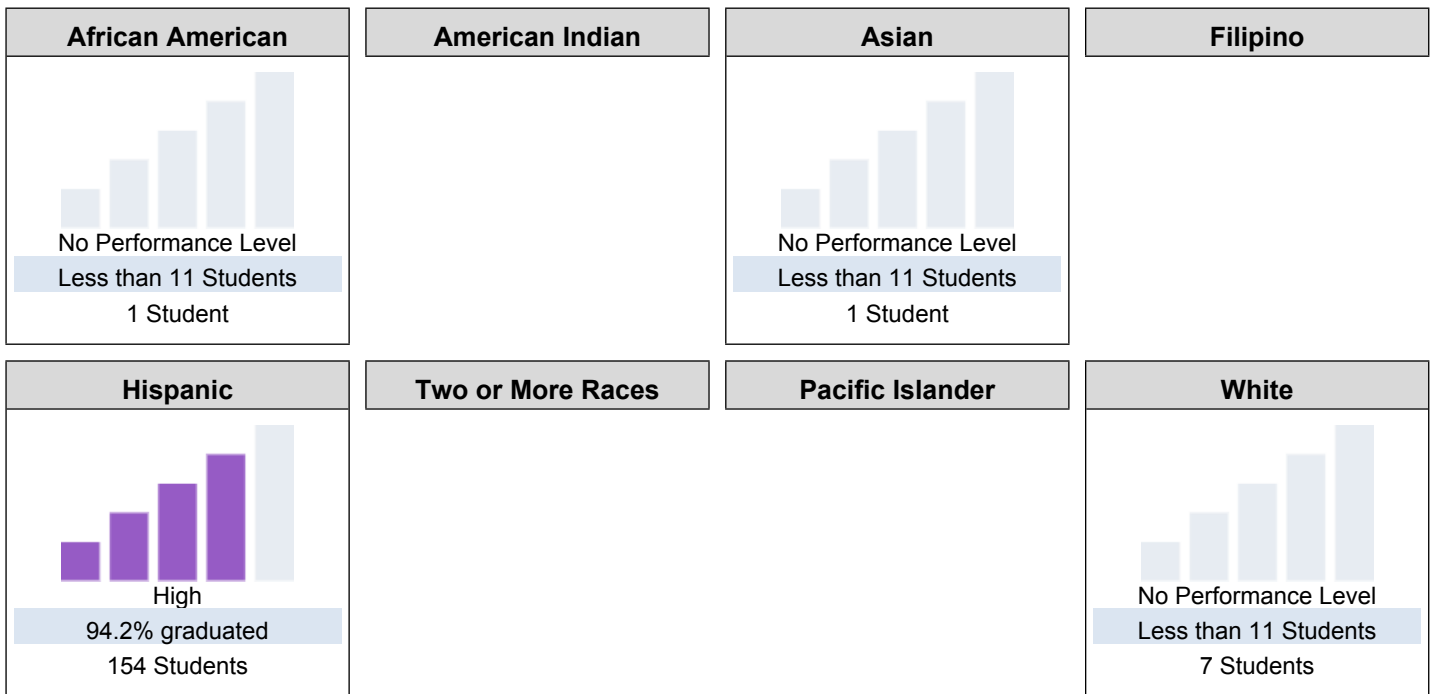
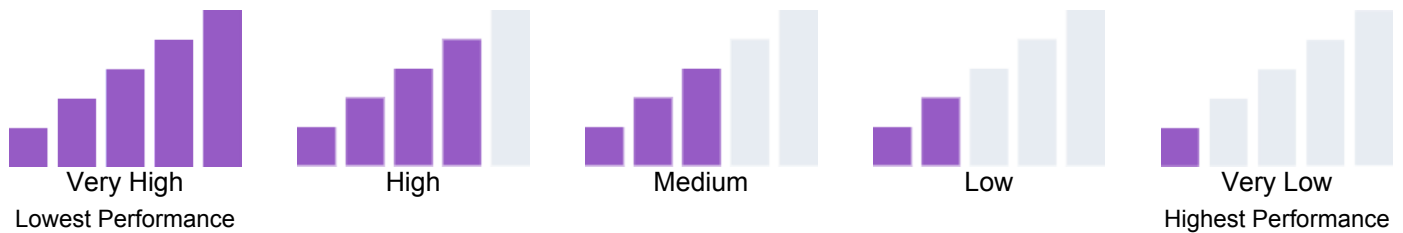**Conclusions based on this data:**

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%.
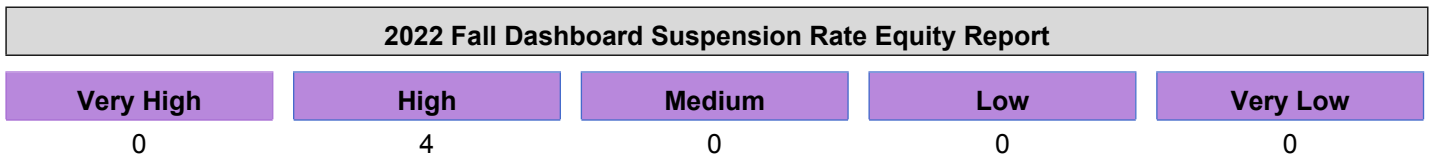
School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
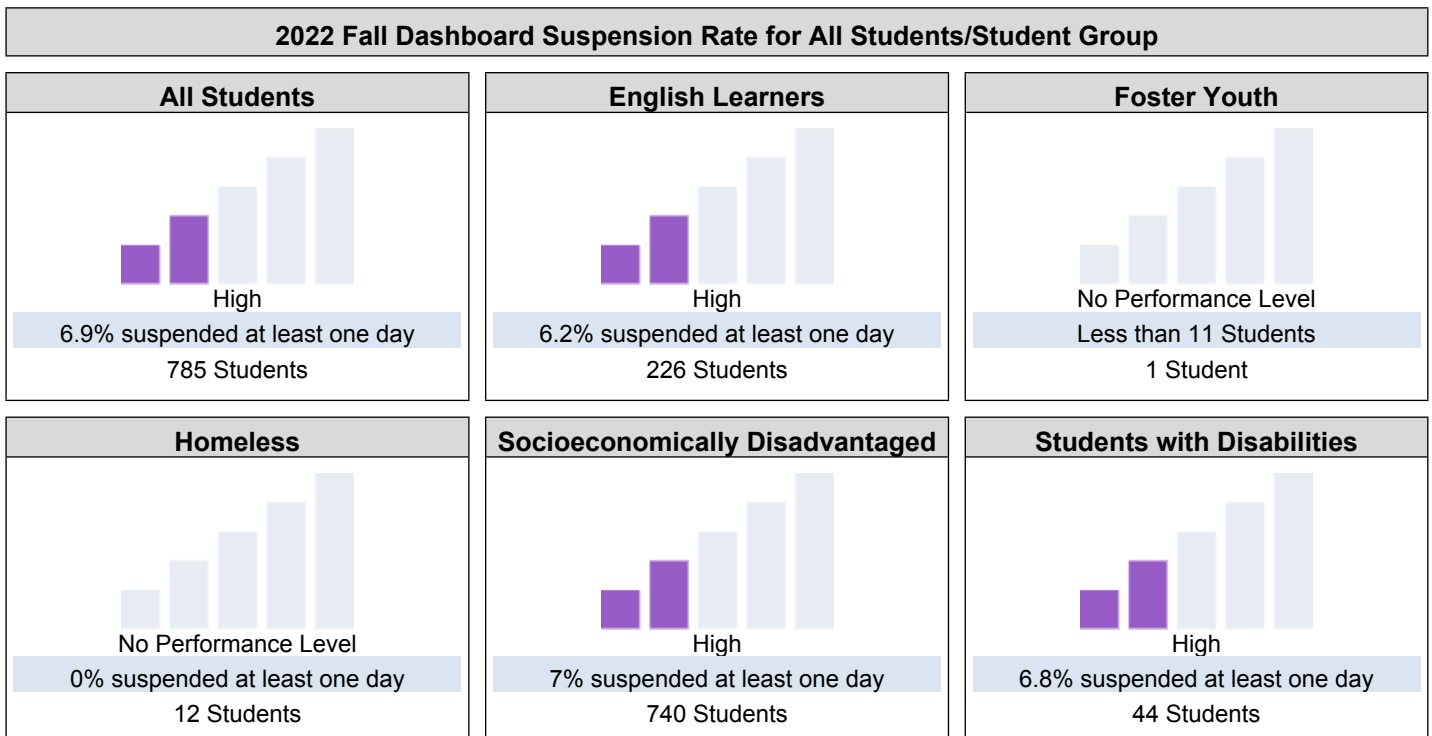
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
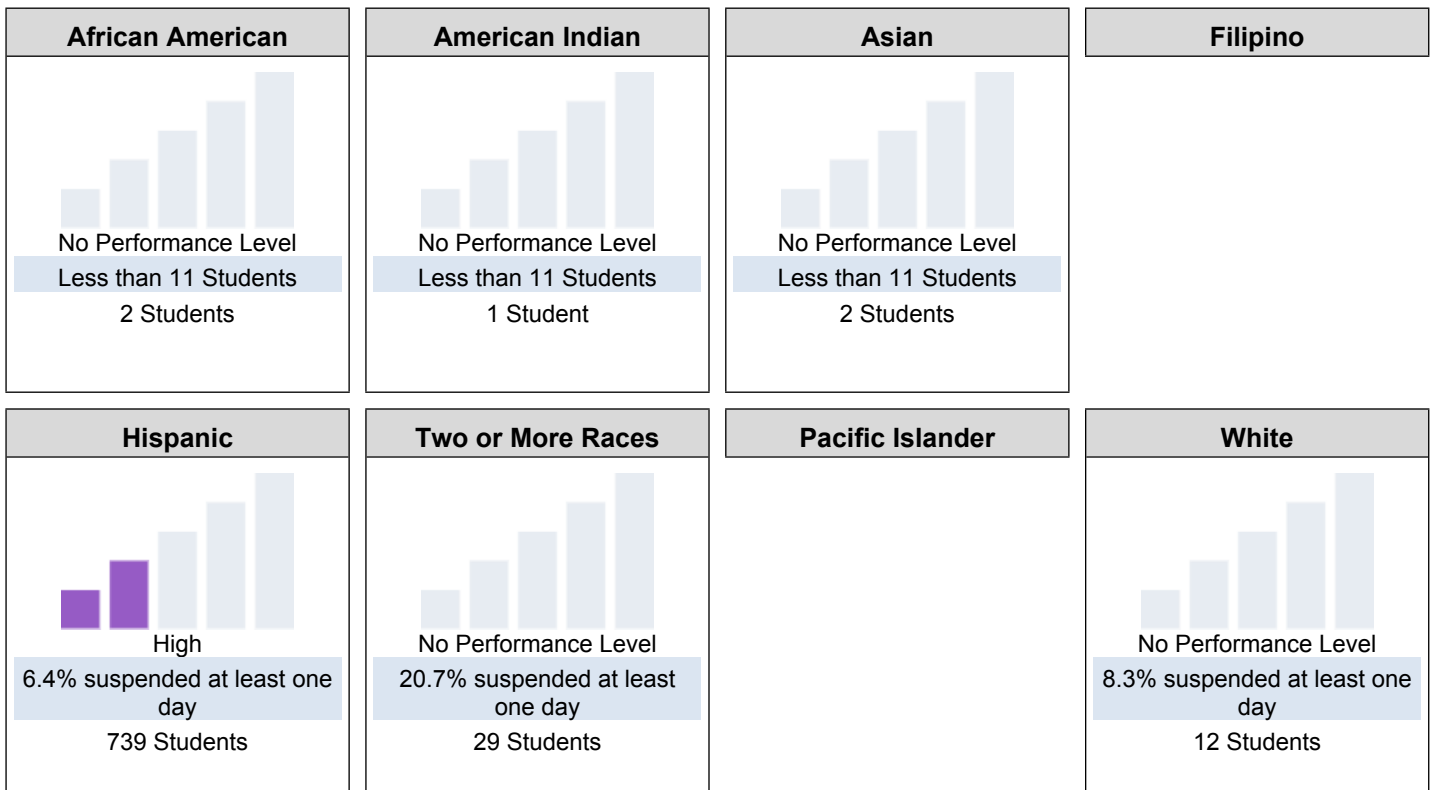
| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	4	0	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
6.9% suspended at least one day	6.2% suspended at least one day	Less than 11 Students
785 Students	226 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
0% suspended at least one day	7% suspended at least one day	6.8% suspended at least one day
12 Students	740 Students	44 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

2 Students

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

No Performance Level

Less than 11 Students

2 Students

Filipino

Hispanic

High

6.4% suspended at least one day

739 Students

Two or More Races

No Performance Level

20.7% suspended at least one day

29 Students

Pacific Islander

White

No Performance Level

8.3% suspended at least one day

12 Students

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 subgroups in core content areas (ELA / ELD, Math, Science, Social Science) as measured by CAASPP, ELPAC, and district standards-based assessments.

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. Due to COVID-19 we have utilized Interim Assessments and school wide diagnostics (example: STAR in both English & Math) to guide instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) CAASPP- English Language Arts	In 2018/19, 26.88% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts.	Increase indicator scores and assessments to 29%.
2) CAASPP - Mathematics	In 2018/2019, 15.46% of all students performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics.	Increase the number of student meeting or exceeding standards to 18%.
3) ELPAC Results	In 2018/2019, the performance level of students scoring Well-Developed was 8% for the district as measured by ELPAC	All English Learners will show 1 performance level of growth.
4) CAASPP - CAST	In 2018-2019, 11.24% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test	Increase indicator scores and assessments to 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5) Interim Benchmark Assessments - Social Science	In 2020-2021, 23% of students performed at Standards Met / Standards Exceeded as measured by district social science interim benchmarks.	Increase indicator scores and assessments to 26%.
6) STAR Assessments	In 2018-2019, approximately 81% of students K-6 were reading below grade level. as measure by the STAR Assessment	Students will show 10% growth from initial STAR assessment.
7. Advanced Placement	In 2019-2020, the Advanced Placement rate of students who had taken and passed AP exam with a score of 3 or higher was 36.5%	AP rate of students passing with 3 or higher will increase to 38%.
8. EAP-ELA / Math Results	In 2018-2019, the percentage of all students including unduplicated scoring conditionally ready or ready on the EAP-ELA was 60.4 and Math was 10.96	Increase indicator scores on EAP-ELA to 62 and Math to 12.
9. State Adopted Standards-Based Materials	In 2019-2020, the district had 100% of state adopted standards based materials.	Maintain 100% of state adopted standards based materials.
10. Percentage of Teachers that are fully credentialed	In 2019-2020, the percentage of teachers that were fully credentialed was 87% (16 teachers without full credentials).	Continue to support and increase the percentage of teachers fully credentialed.
11. Implementation of Common Core State Standards	In 2019-2020, Priority 2 Implementation of the State Academic Standards surveys indicated that 58% of teachers reported (average) that the district had full implementation of the Common Core State Standards.	Increase the percentage to 70% of teachers reporting full implementation of Common Core State Standards.

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.

Strategy/Activity

The district will hire and train 9 classroom instructional aides to provide targeted language acquisition support for English Learners, low-income, and foster youth students. Instructional aides will provide targeted language acquisition classroom support to improve English Learner performance on state ELPAC and CAASPP assessments.

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)
405,369	LCFF Funds (Personnel)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for an Assessment Coordinator to provide district-wide data analysis and reporting for local and state assessments.

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)
127,842	LCFF Funds (Personnel)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for a data-management Data Coordinator to be available district-wide to ensure all student information are in alignment with state and local requirements.

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)

92,594	LCFF Funds (Non-Personnel)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

The purchase of 21st Century technology and infrastructure will prepare students for state SBAC assessments and 21st Century learning. Technology funding will be provided to all students including unduplicated students having classroom access to 21st Century learning resources and technology to improve their performance on state SBAC assessments

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)
570,000	LCFF Funds (Non-Personnel)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding to provide K-12 summer school services for EL's, low income, and foster youth students for intervention, remediation, and acceleration purposes. The district will utilize standards-based intervention materials during summer school to target achievement gaps for unduplicated students.

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)
200,000	LCFF Funds (Non-Personnel)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding to purchase supplemental materials and supplies aligned to the state standards as well as resources for NGSS/ STEM, Dual Language, Dual Enrollment, and GATE /Honors will be provided to schools to ensure all students including unduplicated students have the support materials needed for their success on CAASPP state testing assessments.

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)
774,328	LCFF Funds (Non-Personnel)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding to provide all students including unduplicated students with an extension of classroom instruction will be provided for students to participate in fieldtrips related to their field of study as a way of extending their learning through real-world application of their studies and state CAASPP assessments.

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)
57,500	LCFF Funds (Non-Personnel)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

SCICON will be provided for 5th and 6th grade students to extend learning of the Common Core State Standards for EL's, low income, and foster youth students.

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)

| 40,732 | LCFF Funds (Non-Personnel) |

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

The district will maintain funding for the After School Program Coordinator and 6 afterschool program staff, and materials. Increase funding / staffing to expand after school program access with the purpose of providing academic tutoring and enrichment for EL's, low income, foster youth student participation in the after school program resulting in improved academic performance on CAASPP and improved attendance.

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)
416,877	LCFF Funds (Non-Personnel)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

The district will maintain funding for Attendance Clerks to follow up on absent EL's, low income, and foster youth students to improve their attendance and reduce chronic 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)	Source(s)
57,961	LCFF Funds (Personnel)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain supplemental funding for staffing to maintain TK-1 class size reduction to a maximum of 24-1 students. This will encourage student (EL's, low income, and foster youth) engagement and participation resulting in a more rigorous academic program for these students. The district utilizes this additional funding to provide support beyond the core program to reduce TK-3 class sizes to 24-1 student ratio to provide additional literacy support for English Learners, low income, and foster youth students.

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)
1,302,022	LCFF Funds (Non-Personnel)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity
The district will provide funding to assist schools implementation of Multi Tiered Systems of Support (MTSS) academic and social-emotional student interventions. MTSS student interventions will target EL's, low income, and foster youth students to close academic achievements gaps on state CAASPP assessments and address the social emotional learning needs of students based on district SEL surveys.

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)
240,000	LCFF Funds (Non-Personnel)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Overall implementation of 21st technology was essential for Independent Study students who did not return due to the COVID-19 Pandemic. The utilization of digital platforms and infrastructures made it possible to provide education to students during the development of Independent Study curriculum and supports. Identifying needs based on surveys made it possible to target groups in needs of supports. Additionally, the development of tiered interventions that was identified by staff assisted in the articulated goals set forth by the district and site. Collaboration during PLC and school wide staff meetings viewed assessments to address academic needs.

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

The budgeted expenditures align with the goal in regards to staffing needs to implement the interventions and supports need by the site and throughout the district.

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.

FHS will continue with the strategies described in Goal 1. Changes to actions were made due to the nature of COVID-19 pandemic for students in-person and on Independent Study.

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 comprehensive academic and social emotional support systems to ensure students are provided with equitable opportunities to 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
1. Chronic Absenteeism Rate	In 2019-2020, the chronic absenteeism rate (more than 10% of the school year) was 10.4%	Reduction of Chronic absenteeism rate to 9%.
2. Graduation Rare	In 2019-2020, the graduation rate was 88%	Increase Graduation rate to 90%.
3. Suspension Rate	In 2019-2020, the suspension rate in the district was 5.1%	Reduction of the Suspension rate 4%.
4. Safety and Connectedness	In 2019-2020, the California Healthy Kids Survey reported that 80% of students reported a caring school environment.	Increase the rate to 85% for a caring school environment.
5. College and Career Indicator	In 2019-2020, the district college and career indicator for all students was 30.3% College Prepared.	Increase College & Career Indicator to 35%
6. LCAP Parent Survey - Broad Course of Study	In 2018-2019, 57% of parents surveyed reported that the district provides students with a broad course of study.	Increase the rate to 60% of parents survey regarding broad course of study being offered.
7. CTE Pathway Completion Rates	In 2018-19, the percentage of all students including unduplicated students	Increase unduplicated students in at least one CTE pathway to 35%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	completing at least one CTE pathway was 30%.	
8. A-G Completion Rates	In 2018-2019, the percentage of all students including unduplicated students completing A-G courses was 32.12%.	Increase unduplicated students to 35% completing A-G courses.
9. Expulsion Rates	In 2019-2020, the district student expulsion rate percentage was .12%	Reduce the district student expulsion rate to .10%
10. Dropout Rates	In 2019-20, the student dropout rate for high school was 3.5% and junior high school dropout rate was .83%.	Decrease the high school dropout rate to 3%.
11. English Learner Reclassification Rate	In 2019-2020, the English Learner Reclassification Rate was 4.7% due to no ELPAC assessment	Increase the English Learner Reclassification Rate to 5.5%.
12. Attendance Rates	In 2019-2020, the average daily attendance rate was 96.11%.	Increase the average daily attendance rate to 96.5%.
13. Facilities / Safety Compliance Report	In 2019-2020, all school facilities received a pass score on the Facilities / Safety Compliance Yearly Report.	Continue to receive a pass on the Facilities/Safety Compliance Yearly Report.

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

Maintain funding for computer technicians to ensure they are available to provide classroom technology and infrastructure support for all students including unduplicated students in preparation for state assessments. In addition, a web-specialist will assist in the usage of media software to assist with school-home communication.

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)

| 325,146 | LCFF Funds (Personnel) |

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for Media-technology specialists to be available and provide media services related to the acquisition, circulation, distribution and recovery of library materials. Media Specialists will provide targeted literacy support for all students including unduplicated students to improve student performance on state ELA / STAR assessments.

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)
361,548	LCFF Funds (Personnel)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

The district will maintain for a CTE Coordinator / Counselor to improve the performance of student CTE pathways completers, provide CTE grant oversight, and to increase the percent of students meeting college and career indicators, specifically targeting unduplicated students.

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)
138,340	LCFF Funds (Personnel)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide resources and materials to support all students including unduplicated students with access to a broad course of study and CTE programs that will broaden their experience and improve unduplicated students subgroup performance on college and career indicator.

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)
340,057	LCFF Funds (Non-Personnel)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for one music teacher and hire a second music teacher to provide music foundation and improve subgroup performance on state CAASP math assessments. Music Teachers will provide additional music exposure to all K-6 students including unduplicated students. In addition the district will provide funding for repair and/or purchase music instruments in order to support the music program.

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	LCFF Funds (Non-Personnel)
160,000	LCFF Funds (Personnel)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for a Psychologist Intern to provide additional behavior support for students with disabilities and unduplicated students. The district will utilize suspension and attendance subgroup data to monitor progress.

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)
30,249	LCFF Funds (Personnel)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Guidance secretary will provide assistance for the high school counselors to provide college and career planning for all students and unduplicated students. College and career student subgroup data will be utilized to provide targeted support.

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)
56,730	LCFF Funds (Personnel)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

All students including unduplicated students will be provided with one-to-one Chromebook devices, broadband internet access, and online educational software to insure that all students have access district learning platforms. Increasing student access to technology will improve student CAASPP assessments and improved student attendance.

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)
413,937	LCFF Funds (Non-Personnel)

Strategy/Activity 9
Students to be Served by this Strategy/Activity

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

Strategy/Activity

Maintain funding for five counselors, one for each school to assist EL's, low income, and foster youth students with social emotional support , school guidance, and academics. Hire one counselor at DCA for half-time assignment, use the remaining half to provide oversight for Social Work Interns placed at each school district-wide to address the mental health needs of all students including unduplicated students and their families. School counselors will implement counseling standards to support improved student academic performance on state measures, provide social-emotional support to reduce student suspensions, and provide college and career advisement as measured by college and career indicator.

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)
834,795	LCFF Funds (Personnel)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for a bilingual Nurse, LVN, and Health Aides to be available at all schools to ensure that all students including unduplicated student health needs, dental, and eye-care are addressed immediately during school hours. District chronic absenteeism data will be utilized to monitor improvement and reduction in chronic absenteeism.

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)
309,468	LCFF Funds (Personnel)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

School-home transportation is not required based on the size of the district, it is provided to increase attendance rates and safety for all K-6 students including unduplicated students. The

district will purchase of one school bus per year until all school buses meet safety and emission state requirements.

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)
300,000	LCFF Funds (Non-Personnel)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain a school based resource officer to provide school safety support and anti-tobacco education for all students including unduplicated students. The School Resource Officer will provide anti-tobacco education to reduce student tobacco related discipline incidents (19 total) by 20% each year over the previous year.

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)
88,678	LCFF Funds (Non-Personnel)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Save the Children program is a partnership to support young mothers with parenting skills, life skills, and educational literacy to prepare their children for school. The district will continue to co-fund Save Children Coordinator program to support EL's, low income, and foster youth young mothers both in the district and in the school community. The district will utilize yearly STAR/ literacy assessment results to monitor student literacy progress.

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	LCFF Funds (Personnel)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

The district will maintain funding for 6 classroom behavior aides, and hire 3 additional behavior aides to support the behavior needs of students with disabilities. Specifically, all behavior aides will provide support for students with disabilities targeting the behavior needs of students with disabilities. Student subgroup suspension subgroup data results will be analyzed to monitor student progress.

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)
93,022	LCFF Funds (Personnel)

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for campus supervisors and noon-duty aides in grades 7-12 to ensure an inclusionary school environment while supporting the behavior needs of all students including unduplicated students. Student suspension and connectedness data results will be utilized to monitor student progress.

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)
335,694	LCFF Funds (Personnel)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Designated late start days will be utilized by Academic Coaches to provide English Language Development (ELD) strategies professional development to support classroom teachers. Specifically, these ELD strategies will increase the English Learner reclassification rates each year over the previous year.

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: 2021-22

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.

Actions and services were implemented to assist with articulation of Goal 2. The strategies assisted with the development of school culture and social emotional supports needed.

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 has been an increase of student needs centered on providing social emotional supports, therefore, the district continues to develop strategies to address these needs.

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 (Parent Square), school websites, social media outlets, Aeries parent portal, newsletters, parent liaisons, and outreach consultants to encourage engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Parent participation in parent education classes	The percentage of parent /guardian participating in parent education workshops (registration and sign-in ups forms) is 20%.	Increase parent/guardian participation in education workshops to 30%.
2. Parent participation in technology literacy courses	The percentage of parent/ guardian participating in district technology literacy workshops (registration and sign-in forms) is 20%.	Increase parent/guardian participation in district technology literacy workshops to 30%.
3. Parent participation in literacy courses	The percentage of parent/ guardian participating in district sponsored literacy courses is 10% (registration and sign-in forms).	Increase parent/guardian participation in literacy courses to 20%.
4. Parent participation on school leadership committees (ELAC,SSC,DELAC, LCAP)	The percentage parent /guardians participating on school leadership committees (sign-in forms and meeting minutes) is 15%.	Increase parent/guardian participation in school leadership committees to 25%.

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

Contract with parent education agencies to provide parent education (English and Spanish) classes to increase the level of parent engagement targeting parents of EL's, low income and foster youth students. Parent education class enrolment data results will be utilized to monitor parent engagement.

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	LCFF Funds (Non-Personnel)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

District staff will provide parent technology literacy (English and Spanish) workshops districtwide to increase parent technology skills and engagement targeting parents of EL's, low income and foster youth students. Parent participation data in technology literacy workshops will be utilized to monitor parent engagement progress.

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	LCFF Funds (Personnel)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide funding support for adult education to hire a secretary and security staff to implement and supervise English-as-a Second language (ESL) literacy evening classes for parent/ guardians with the purpose of increasing parent literacy / engagement targeting parents of EL's, low income and foster youth students. Parent enrollment data in ESL classes will be utilized to measure parent literacy progress.

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)
42,622	LCFF Funds (Non-Personnel)
17,000	LCFF Funds (Personnel)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain funding for bilingual Community Liaisons at each school to develop community engagement, provide parent-teacher and staff communication, and parent outreach to increase the level of parent engagement for EL's, low income, and foster youth. Parent engagement in school leadership activities (SSC, ELAC, etc.) and parent communication with teachers data will be utilized to monitor parent engagement progress.

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)
127,428	LCFF Funds (Personnel)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide funding for 2 Spanish Translators to translate IEP documents for parents. The district will hire 2 Spanish translators to provide IEP translation services for parents of students with disabilities. Parent survey results will be utilized to monitor parent engagement.

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	LCFF Funds (Personnel)

Annual Review

SPSA Year Reviewed: 2021-22

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 to implement strategies and activities described in Goal 3. FHS will increase the number of opportunities for parents/guardians and stakeholders to participate in workshops/trainings/leadership roles.

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	$1,143,989.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$4,907,248.00

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	$293,802.00
Title II	$26,751.00
Title III	$13,000.00
Title IV	$30,000.00
ASSETS	$448,497.00
ESSERS III	$200,000.00
Federal Special Ed	$97,066.00
Perkins	$34,873.00

Subtotal of additional federal funds included for this school: $1,143,989.00

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 ($)
LCFF	$2,174,280.00
LCAP	$1,059,124.00
Unrestricted Lottery	$164,323.00
Restricted Lottery	$7,000.00
State Special Ed	$131,826.00

K12 SWP	$176,610.00
AG Incentive	$19,257.00
CTE	$30,839.00

Subtotal of state or local funds included for this school: $3,763,259.00

Total of federal, state, and/or local funds for this school: $4,907,248.00

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

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

5 Secondary Students

Name of Members	Role
Emily Koop	Principal
Clifford Ayers	Other School Staff
David Light	Classroom Teacher
Leanna Blackmon	Classroom Teacher
Ludy Huerta-Torre	Other School Staff
Samantha Iniguez	Other School Staff
Melody Zapata	Parent or Community Member
Araceli Ochoa	Parent or Community Member
Cynthia Godwin	Parent or Community Member
Natalia Ambriz-Morfin	Secondary Student
Loren Aguero	Secondary Student
Natalia Herrera	Secondary Student
Sara Garcia	Secondary Student
Linette Martinez	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
	Other: 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 November 30, 2022.

Attested:

Principal, Emily Koop on November 30, 2022

SSC Chairperson, Araceli Ochoa on November 30, 2022

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.

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.

Educational Partner 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 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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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