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 Jr. High School		August 16, 2023	August 22, 2023

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

Additional Targeted Support and Improvement

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 LCAP 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).

The following surveys 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.

According to the most recent 2021-2022 Title I Parent Survey, parents indicated:

64% of parents feel the discipline system at school is always or usually fair.
74% of parents always or almost always feel the school provides counseling services to support the needs of social and emotional growth.
76% of parents always or almost always feel there are opportunities for parents to learn about the schools curriculum and programs.
80% of parents always of almost always feel the school places a proper amount of emphasis on Mathematics and ELA.
81% of parents always of almost always feel the school placed proper classroom instruction.
83% of parents always of almost always feel the school is a safe place for children.
84% of parents always of almost always feel the school has provided information regarding parent square, flyers or tele-parents.
85% of parents always of almost always feel the school has placed a proper amount of emphasis on writing.
86% of parents always of almost always feel the school notices the parents in both English and Spanish.
90% of parents always or almost always feel they are welcomed at school.

There is a few questions that were inclusive and/or spread out percentages which consisted of:

- Being aware of Childs reading levels.
- Being aware of minutes read at home.
- Being aware on how to help children succeed.
- Being aware of after school tutoring to help child.

In summary, 83% of parents indicated that they are satisfied with the education their child is receiving at Farmersville Jr. High school while 15% stated sometimes. Additionall an average of 11% of parents responded to survey and of those respondents approximately each parent attended 2 activities.

Classroom Observations

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

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

SPSA development includes participation of parents, community members, teachers, and other school staff. The SPSA planning team evaluates and monitors the SPSA plan. The School Sie Council updates the SPSA annually. 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 LCAP 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. ESSA funds are used to provide data analysis support and to provide student standards-based student interventions.

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

To assess the current conditions of Farmersville Jr. High School, a Title 1 survey was administered to all parents during our four Parent Orientation meetings before the start of the school year. A team of representative stakeholders including school teachers, administration, parents, ELAC, and School Site Council conducted a comprehensive needs assessment. This included disaggregated student achievement, behavior data, and parent Title I survey data. The data was used to identify gaps and inform the planning team on how to proceed in closing the Academic achievement, Behavioral and Social Emotional Learning gaps.

Resource Inequities

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

There were no resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.77%	0%	2	3	0
African American	0.3%	0.51%	0%	1	2	0
Asian	0.3%	0.51%	0.53%	1	2	2
Filipino	%	0.26%	0.26%		1	1
Hispanic/Latino	94.7%	94.64%	95.79%	375	371	364
Pacific Islander	%	%	0%		0	0
White	%	%	2.89%		0	11
Multiple/No Response	%	%	0%		0	0
			Total Enrollment	396	392	380

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	192	196	187
Grade 8	204	196	193
Total Enrollment	396	392	380

Conclusions based on this data:

1. As a team of facilitators, we will guarantee to offer services dependent on all the student groups we serve. Of the 392 students, almost 95 percent of them are Hispanic and their home language is Spanish.

2. As a team of facilitators, we will continue to engage all stakeholders to offer important resources to our growing student groups and specific student populations.

3. Our focus is school climate. We have surveyed staff, students more than ever to get feedback. We found that 70% of students feel connected with one person at school. We aim to get 100%

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	136	134	115	34.3%	34.2%	30.3%
Fluent English Proficient (FEP)	110	91	115	27.8%	23.2%	30.3%
Reclassified Fluent English Proficient (RFEP)	9			6.6%		

Conclusions based on this data:

1. As a team of facilitators, we will guarantee to offer services dependent on the students we serve. We currently have 34% of our student population designated as English Learners. We will continue to strategically place students in classes with appropriate tools and supports to service the needs presented.

2. We will continue to contract with local agencies, Tulare County Office of Education to provide coaching strategies to help professionally develop our teachers on best practices in Integrated and Designated ELD, with the intent to help move our students to proficiency.

3. We will continue with our plan and approach to move students forward that are close to reclassification, and continue to guarantee that all students are given the tools necessary to find success and be designated (RFEP).We have aligned our master schedule to allow common prep periods for collaboration and data disaggregation among English Learner teachers. Utilize the Master schedule, and strategically plan a period for both EL teachers to collaborate and work towards meeting students needs, and guaranteeing the success of all students. This year we aim to include PIQE as part of this process in order to involve our families more.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	187	198		174	196		174	196		93.0	99.0	
Grade 8	209	195		201	190		201	190		96.2	97.4	
All Grades	396	393		375	386		375	386		94.7	98.2	

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2482.	2480.		4.02	5.61		21.84	16.84		24.71	28.57		49.43	48.98	
Grade 8	2483.	2517.		3.48	8.95		15.42	21.05		29.35	32.63		51.74	37.37	
All Grades	N/A	N/A	N/A	3.73	7.25		18.40	18.91		27.20	30.57		50.67	43.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	6.90	7.14		55.75	58.67		37.36	34.18	
Grade 8	5.97	12.11		46.77	51.05		47.26	36.84	
All Grades	6.40	9.59		50.93	54.92		42.67	35.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	5.75	7.14		50.00	43.37		44.25	49.49	
Grade 8	4.00	8.95		45.00	46.32		51.00	44.74	
All Grades	4.81	8.03		47.33	44.82		47.86	47.15	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	8.05	8.67		74.14	68.37		17.82	22.96	
Grade 8	3.48	10.00		69.65	73.68		26.87	16.32	
All Grades	5.60	9.33		71.73	70.98		22.67	19.69	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	12.07	7.14		57.47	61.73		30.46	31.12	
Grade 8	4.98	15.26		71.14	63.16		23.88	21.58	
All Grades	8.27	11.14		64.80	62.44		26.93	26.42	

Conclusions based on this data:

1. Based on ELA overall 7th graders had a slight decrease in score but a 4% increase in standards met based on last year.

2. Based on ELA overall 8th graders had a increase and decrease in standard not met. Additionally, there was a score of 12% increase in standards met based on last year.

3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities for all students, in alignment with student achievement goals in the area of English Language Arts. FJHS Master Schedule is aligned to allow common prep periods for all core subjects with the intent to further opportunities for collaboration and data dis-aggregation among English Learner teachers. In addition, we have assigned a period for both EL teachers to collaborate and work towards facilitating the success of all students.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	187	199		166	198		166	198		88.8	99.5	
Grade 8	209	196		196	192		196	192		93.8	98.0	
All Grades	396	395		362	390		362	390		91.4	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2429.	2453.		1.20	3.54		7.23	9.60		20.48	20.71		71.08	66.16	
Grade 8	2432.	2472.		0.00	3.13		3.57	10.42		19.39	27.60		77.04	58.85	
All Grades	N/A	N/A	N/A	0.55	3.33		5.25	10.00		19.89	24.10		74.31	62.56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.44	4.04		32.93	33.33		64.63	62.63	
Grade 8	0.51	3.65		31.79	41.67		67.69	54.69	
All Grades	1.39	3.85		32.31	37.44		66.30	58.72	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	1.20	4.04		39.76	47.47		59.04	48.48	
Grade 8	1.02	3.65		37.76	53.13		61.22	43.23	
All Grades	1.10	3.85		38.67	50.26		60.22	45.90	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	1.20	4.55		63.25	60.10		35.54	35.35	
Grade 8	0.00	1.56		64.80	63.54		35.20	34.90	
All Grades	0.55	3.08		64.09	61.79		35.36	35.13	

Conclusions based on this data:

1. Based on Mathematics results, both 7th and 8th grade showed growth in all standards and decrease in standard not met. Additionally, in the standard met in 7th grade rose 3% and 8th grade 7%.

2. Based on Mathematics results, standard nearly met stayed close to last year with a 1% increase in 7th grade but a 8% increase in 8th grade.

3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of Math for all students. We have aligned our master schedule to allow common prep periods for collaboration and data dis aggregation among teachers. We have aligned our lesson development and classroom delivery to best suit student needs. As a collective group, we have grown 3 percent in overall achievement in 7th grade and almost 2 percent in 8th grade. We are in year 4 of the GEAR-UP collaboration grant which offers support in Initial instruction and lesson planning and delivery. We look forward the the progress we make as a collective Math team.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1524.8	1551.9		1520.3	1544.9		1528.7	1558.5		61	74	
8	1538.9	1558.1		1536.8	1554.9		1540.4	1560.9		76	61	
All Grades										137	135	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	27.03		33.33	45.95		48.33	20.27		8.33	6.76		60	74	
8	21.05	27.87		32.89	39.34		35.53	24.59		10.53	8.20		76	61	
All Grades	16.18	27.41		33.09	42.96		41.18	22.22		9.56	7.41		136	135	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.67	35.14		56.67	48.65		21.67	10.81		5.00	5.41		60	74	
8	31.58	39.34		35.53	39.34		21.05	13.11		11.84	8.20		76	61	
All Grades	25.00	37.04		44.85	44.44		21.32	11.85		8.82	6.67		136	135	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.00	20.27		15.00	31.08		50.00	35.14		30.00	13.51		60	74	
8	9.21	18.03		27.63	24.59		39.47	44.26		23.68	13.11		76	61	
All Grades	7.35	19.26		22.06	28.15		44.12	39.26		26.47	13.33		136	135	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	15.00	17.57		78.33	68.92		6.67	13.51		60	74	
8	21.05	32.79		65.79	62.30		13.16	4.92		76	61	
All Grades	18.38	24.44		71.32	65.93		10.29	9.63		136	135	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	41.67	62.16		50.00	31.08		8.33	6.76		60	74	
8	47.37	42.62		42.11	44.26		10.53	13.11		76	61	
All Grades	44.85	53.33		45.59	37.04		9.56	9.63		136	135	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	18.92		33.33	54.05		56.67	27.03		60	74	
8	25.00	26.23		27.63	27.87		47.37	45.90		76	61	
All Grades	18.38	22.22		30.15	42.22		51.47	35.56		136	135	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	21.62		78.33	74.32		11.67	4.05		60	74	
8	3.95	6.56		85.53	88.52		10.53	4.92		76	61	
All Grades	6.62	14.81		82.35	80.74		11.03	4.44		136	135	

Conclusions based on this data:

1. Based on the total results, there is an overall 10% increase in level 4 students who are 7th graders and 15% increase with 8th graders.

2. Based on the total results, there is an overall 15% of 7th and 8th graders that are level 1 and 70%-80% students in level 2 and 3.

3. All students will get a supplemental class and progress monitoring to ensure success. We have aligned our master schedule to allow common prep periods for collaboration and data dis aggregation among English Learner teachers.Through Master scheduling, we have assigned a period for both EL teachers to collaborate and work towards guaranteeing the success of all students.

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**
392	**91.8**	**34.2**	**0.8**
Total Number of Students enrolled in Farmersville Jr. 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	134	34.2
Foster Youth	3	0.8
Homeless	8	2.0
Socioeconomically Disadvantaged	360	91.8
Students with Disabilities	35	8.9

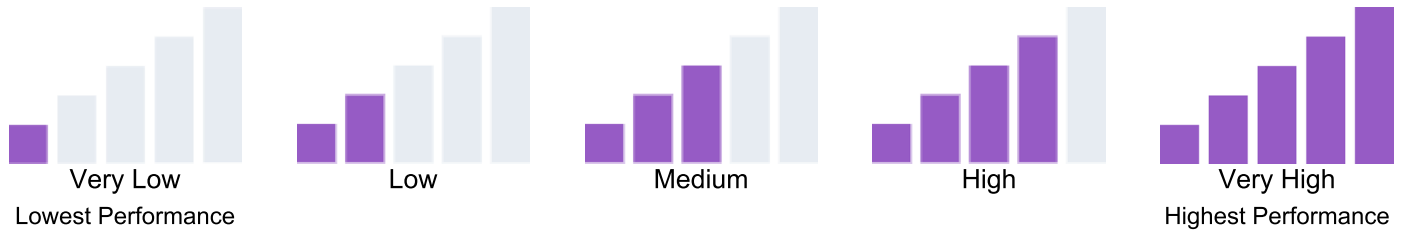| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5
American Indian	3	0.8
Asian	2	0.5
Filipino	1	0.3
Hispanic	371	94.6
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. Almost all 94.2 percent of our students have been categorized as socioeconomically disadvantaged. Emphasis at meeting student needs will continue and we will make a greater effort at meeting students and families where they need it most.

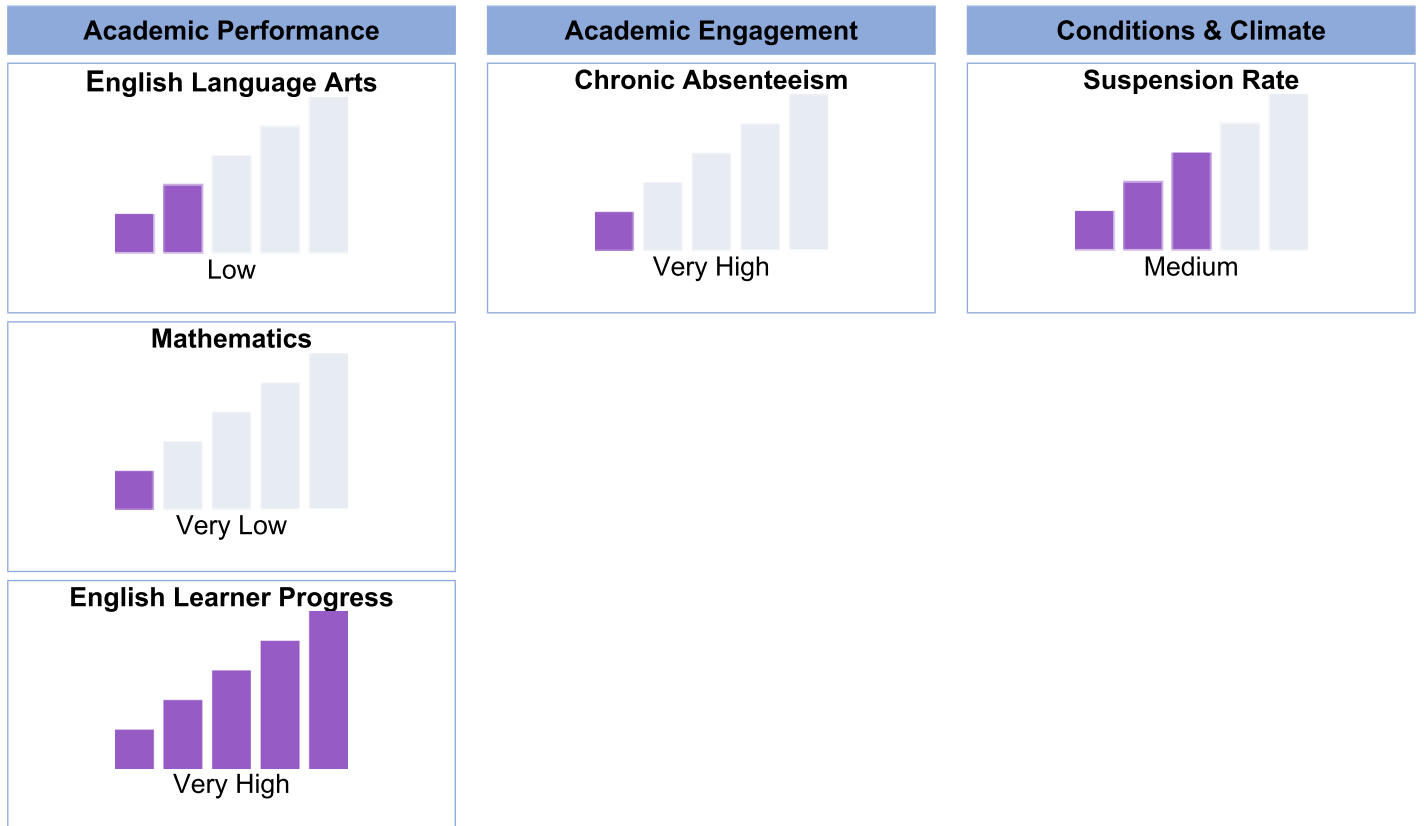2. More than a third 34.3 percent of student population is categorized as English Learners. Emphasis on supporting our EL students will continue.

3. Almost all 94.7 percent of our student enrollment is Hispanic. Emphasis at meeting student needs will continue and we will make a greater effort at meeting students and families where they need it most.

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	**Chronic Absenteeism**	**Suspension Rate**
Low	Very High	Medium
Mathematics		
Very Low		
English Learner Progress		
Very High		

Conclusions based on this data:

1. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of Positive Behavior and Interventions to guarantee that all our students are counseled and go through all tiers of discipline before suspension. We are currently taking in student and staff surveys to build student voice and create PBIS team.
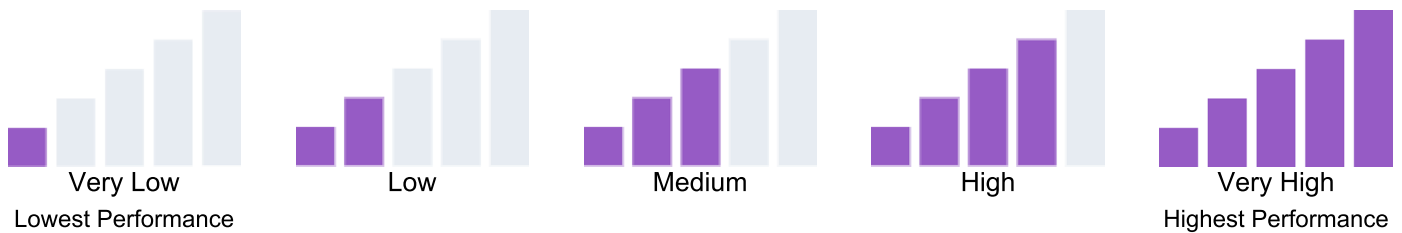
2.

Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of ELD for all students. Teachers are staying until 2:30 to provide services. Some teachers are staying until 4pm for extended learning to students who have been recruited for additional language services.

3.

Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of Math and English for all students. We have aligned our master schedule to allow common prep periods for collaboration and data dis aggregation among teachers. Through Master scheduling, we have assigned a period for both EL teachers to collaborate and work towards guaranteeing the success of all students. In the area of Mathematics, we have strategically planned to utilize a roving guest teacher to help implement new ideas shared in collaboration with our six year GEAR UP grant.
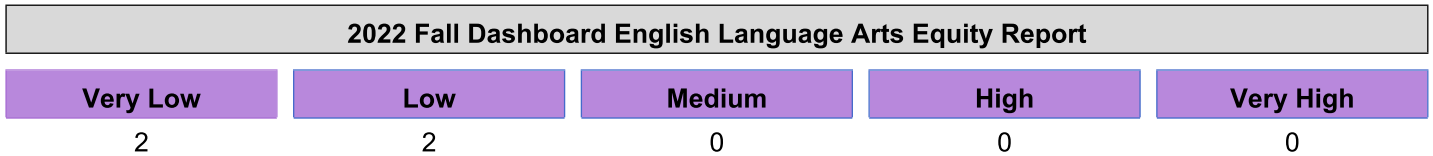
School and Student Performance Data

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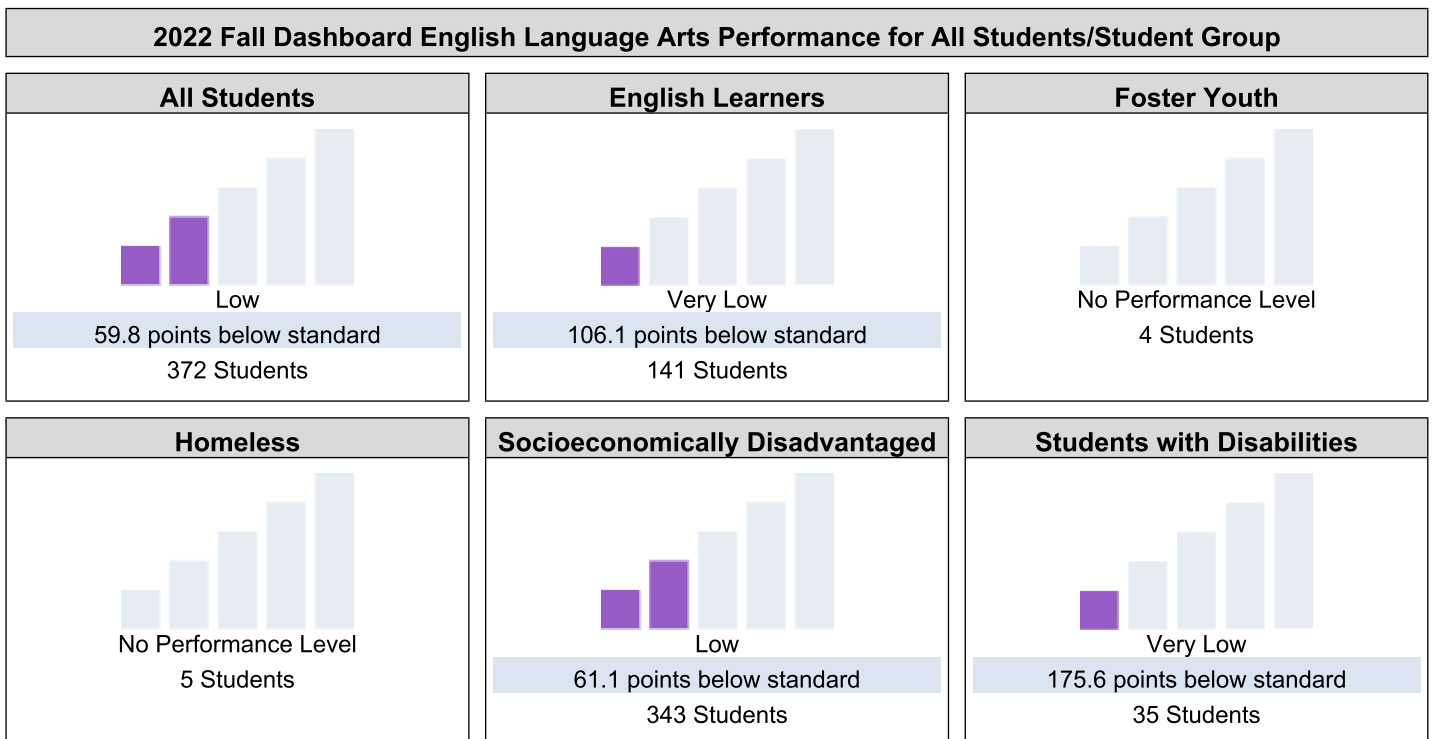
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
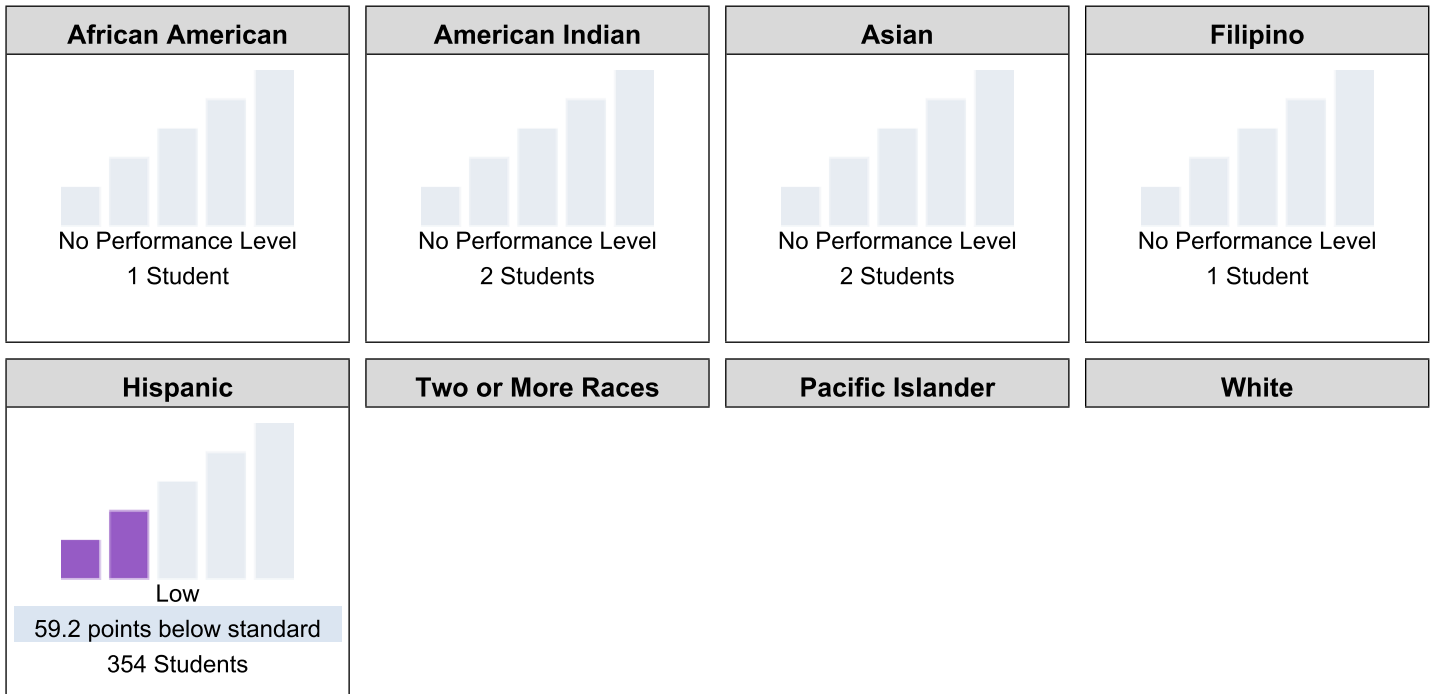

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

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**
2	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	No Performance Level
59.8 points below standard	106.1 points below standard	4 Students
372 Students	141 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
5 Students	61.1 points below standard	175.6 points below standard
	343 Students	35 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 1 Student

Hispanic	Two or More Races	Pacific Islander	White
Low 59.2 points below standard 354 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**
113.2 points below standard	41.9 points below standard	56.7 points below standard
127 Students	14 Students	157 Students

Conclusions based on this data:

1. English Learners' performance on the ELA assessment increased by 2%.

2. Two significant populations showed increased improvements. Both Reclassified English Learners and Students with Disabilities. All other subgroups showed a decline in performance on the ELA assessment.

3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of English Language Arts for all students. We have aligned our master schedule to allow common prep periods for collaboration and data disaggregation among teachers. Through Master scheduling, we have assigned a period for both EL teachers to collaborate and work towards guaranteeing the success of all students.

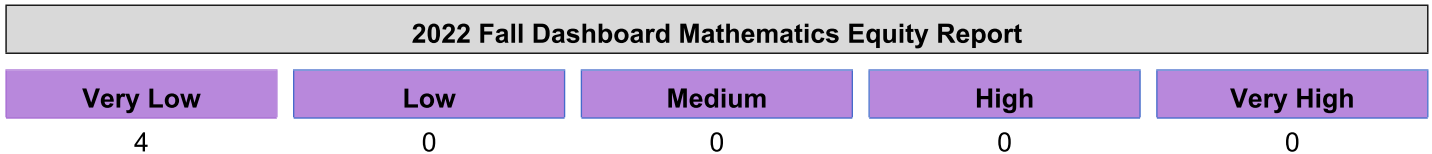# School and Student Performance Data

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).
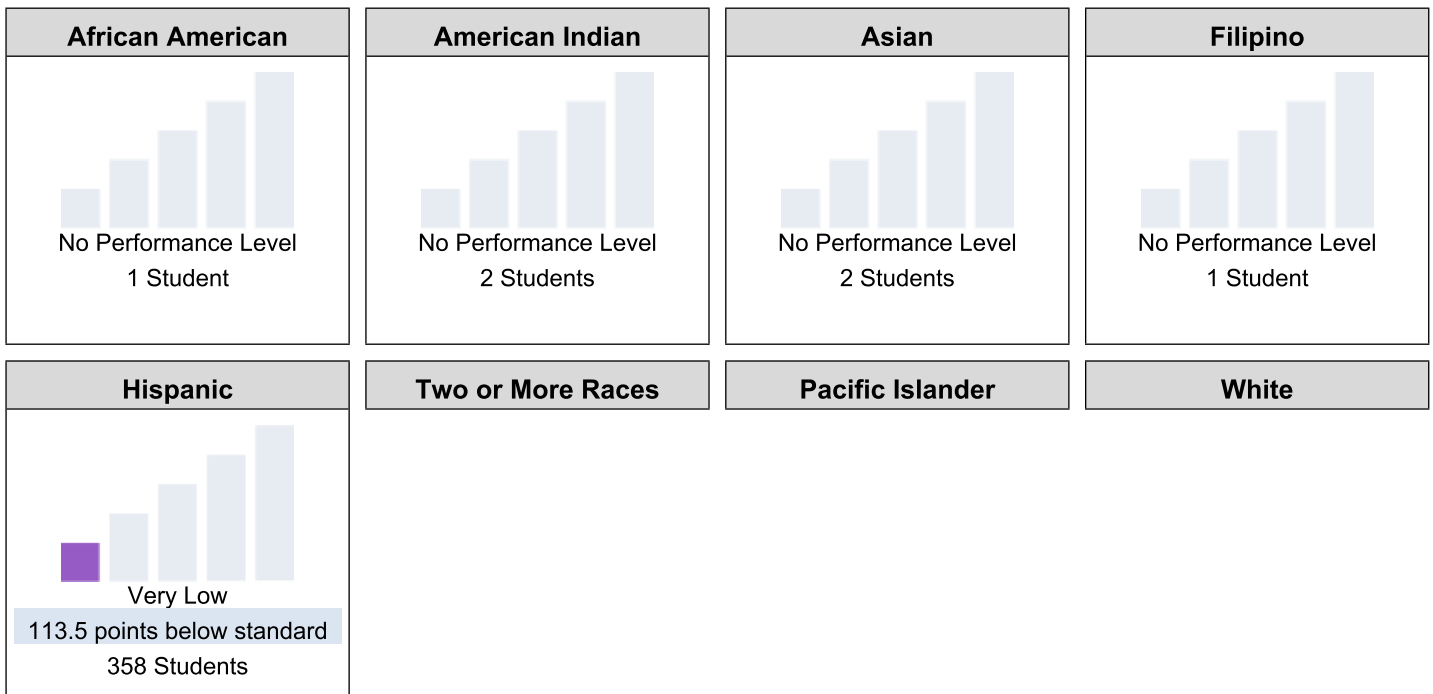
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	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	No Performance Level
113.7 points below standard	150.1 points below standard	4 Students
376 Students	144 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
5 Students	115.8 points below standard	222.8 points below standard
	347 Students	35 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 113.5 points below standard 358 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**
157.8 points below standard 130 Students	78.3 points below standard 14 Students	113.8 points below standard 157 Students

Conclusions based on this data:

1. All students showed a steady increase towards meeting our Math goals.

2. Two significant populations showed increased improvements. Both White and Students with Disabilities.

3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of Math for all students. FJHS has aligned its master schedule to allow common prep periods for collaboration and data dis aggregation among teachers. Through Master scheduling, we have assigned a period for mandated data dives and data collection. In the area of Mathematics, we have added a roving guest teacher to help implement new ideas shared in collaboration with our six year GEAR UP grant.

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
Very High
71.5 making progress towards English language proficiency
Number of EL Students: 123 Students
Performance Level: 5
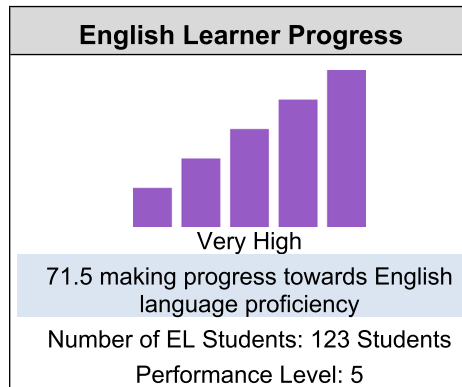
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
11.4%	17.1%	4.1%	67.5%

Conclusions based on this data:

1. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of English Language Proficiency in ELA and Math for all students.

2. Based on the total results of 38 percent of all English Learners progressing at least one ELPI level, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in progressing all students in the area of English proficiency.

3. We have aligned our master schedule to allow common prep periods for collaboration and data disaggregation among teachers. Through Master scheduling, we have assigned a period for both EL teachers to collaborate and work towards guaranteeing the success of all students. In the area of Mathematics, we have added a roving guest teacher to help implement new ideas shared in collaboration with our six year GEAR UP grant.

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.
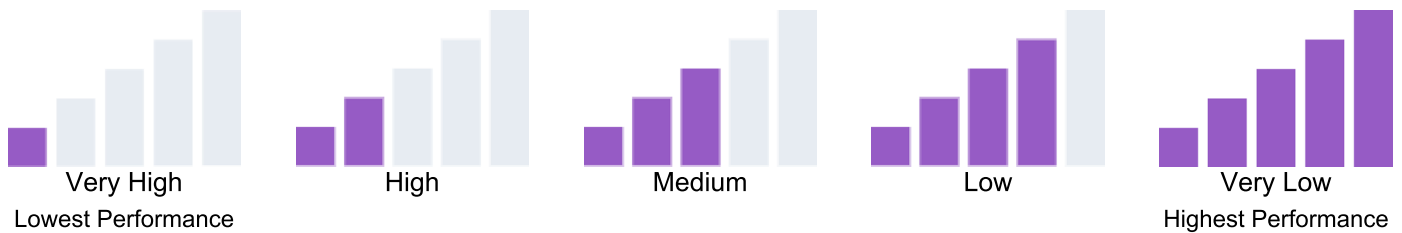
Conclusions based on this data:

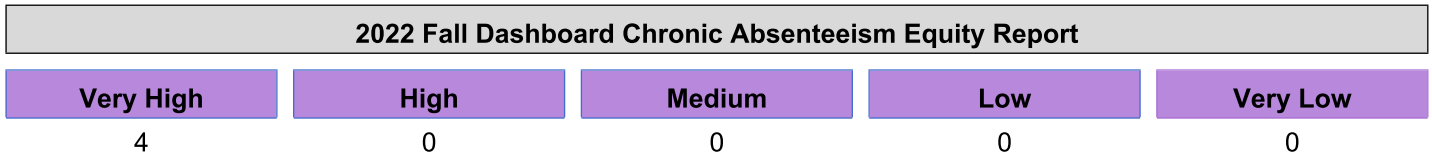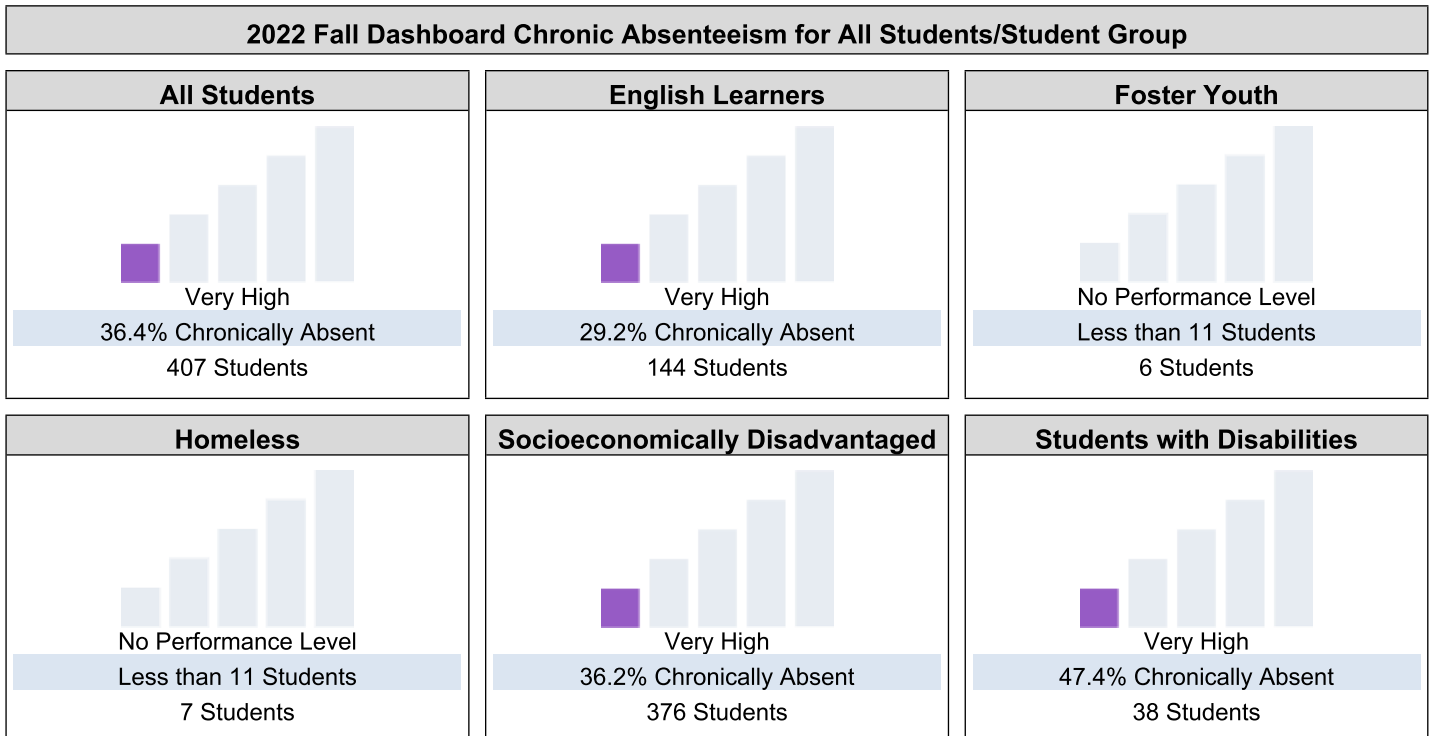1. Not applicable for JHS

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).
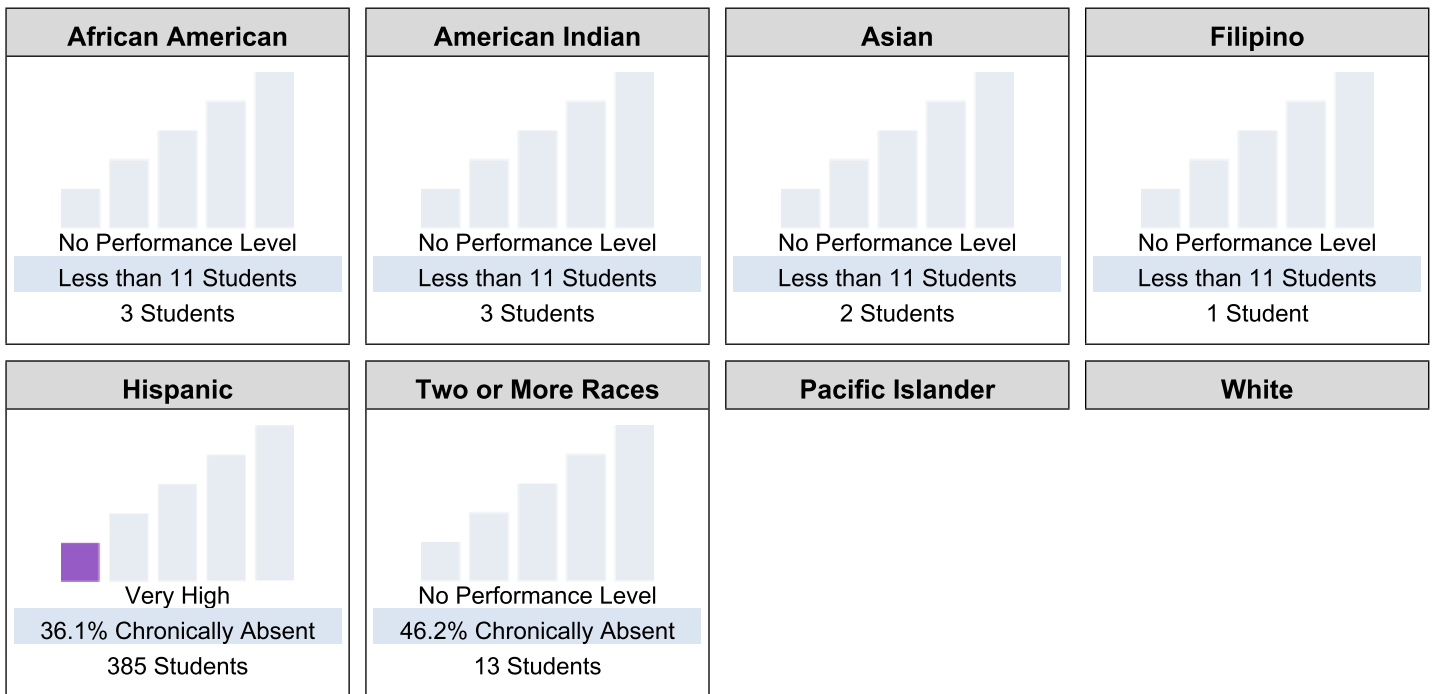

Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

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**
Very High	Very High	No Performance Level
36.4% Chronically Absent	29.2% Chronically Absent	Less than 11 Students
407 Students	144 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	36.2% Chronically Absent	47.4% Chronically Absent
7 Students	376 Students	38 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	3 Students	2 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		
36.1% Chronically Absent	46.2% Chronically Absent		
385 Students	13 Students		

Conclusions based on this data:

1. The continued support from Multi Tiered System of Support is having a positive impact. Our attendance and school population is steadily increasing yearly.

2. We have implemented after school opportunities for students to recover time through events or tutoring.
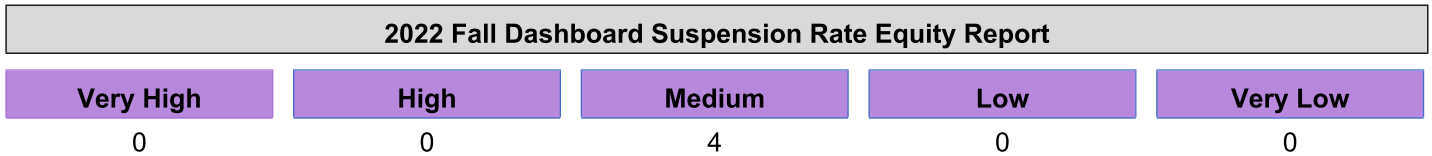
School and Student Performance Data

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.
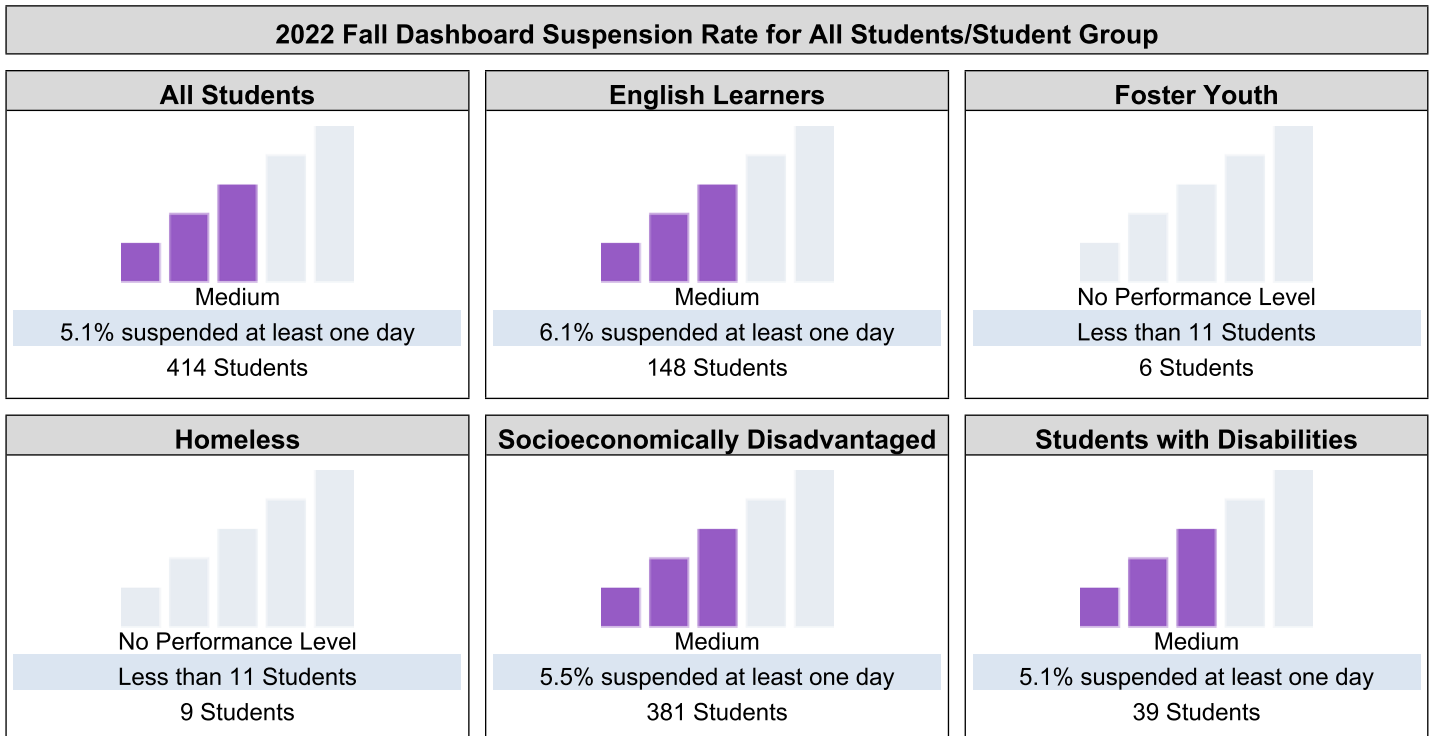
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. Not applicable for FJHS

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	0	4	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**
Medium	Medium	No Performance Level
5.1% suspended at least one day	6.1% suspended at least one day	Less than 11 Students
414 Students	148 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
Less than 11 Students	5.5% suspended at least one day	5.1% suspended at least one day
9 Students	381 Students	39 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity
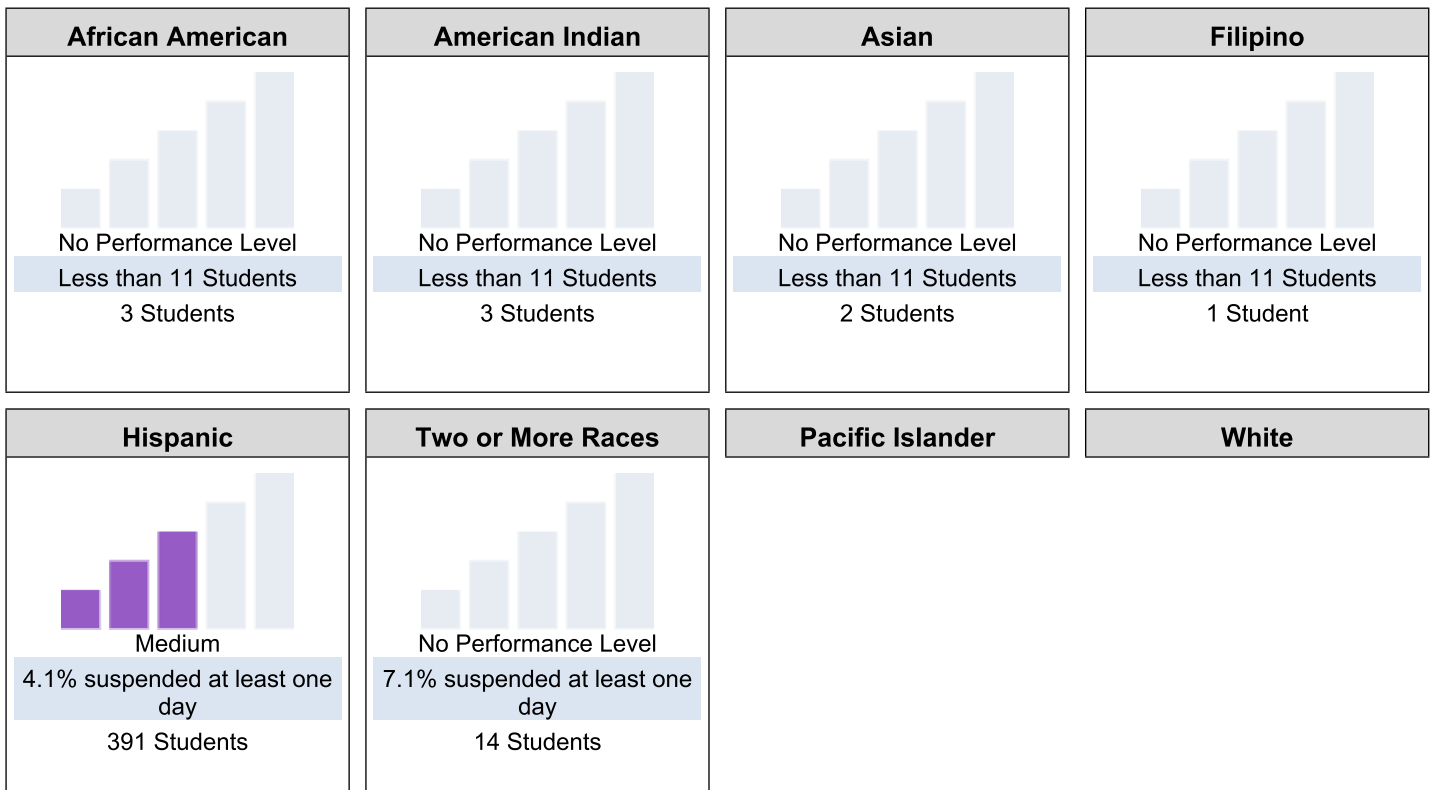
African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	3 Students	2 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		
4.1% suspended at least one day	7.1% suspended at least one day		
391 Students	14 Students		

Conclusions based on this data:

1. The continued support from Multi Tiered System of Support is having a positive impact. Our suspension rates are continuously dropping yearly.

2. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities that align with our student achievement goals in the area of Positive Behavior Intervention Systems and Multi Tiered Systems of Support for all students in an effort to continue to decrease the suspension rate.

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 in ELA/ELD and Math.

Goal 1

For the 2022-2023 school year, we will increase the percentage of all standard nearly met, standard met and standard exceed in both ELA and Math, as measured by the Smarter Balanced Assessment. Specifically, we attain to achieve a 5% increase in all standard areas.

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 and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CAASPP- English Language Arts	In 2021-2022, 22.45% of 7th grade and 30% of 8th grade students performed at Standards Met / Standards Exceeded as measured by CAASPP / English Language Arts.	Please see GOAL1 narrative above for baseline and actual expected outcomes, increase indicator scores and assessments.
2. CAASPP - Mathematics	In 2021-2022 13.14% of 7th grade and 13.45% of 8th performed at Standards Met / Standards Exceeded as measured by CAASPP/ Mathematics.	Please see GOAL1 narrative above for baseline and actual expected outcomes, increase indicator scores and assessments.
3. ELPAC	Based on summative assessment of 2021-2022 year 17 8th grade students were reclassified. Overall, there was an increase of scores with both grade levels.	Please see GOAL1 narrative above for baseline and actual expected outcomes, increase indicator scores and assessments.
4. Interim Assessments	To date both assessments show a increase in scores, especially 7th grade math and reading.	Please see GOAL1 narrative above for baseline and actual expected outcomes, increase indicator scores and assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5. Star Assessment	Start reading as of 10/28/22 showed 7th grade students 63% of students needing intervention and urgent intervention. Start reading as of 10/28/22 showed 8th grade students 76% of students needing intervention and urgent intervention. Start math as of 10/28/22 showed 7th grade students 46% of students needing intervention and urgent intervention. Start reading as of 10/28/22 showed 8th grade students 55% of students needing intervention and urgent intervention.	Please see GOAL1 narrative above for baseline and actual expected outcomes, increase indicator scores and assessments.
6. Study Sync		Please see GOAL1 narrative above for baseline and actual expected outcomes, increase indicator scores and assessments.
7. Other Supplementary	Students utilize IXL as supplementary in Math, ELA, History and Science for enrichment and extension of the lessons.	Please see GOAL1 narrative above for baseline and actual expected outcomes, increase indicator scores and assessments.

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)

Math and ELA students participate in RTI models supported by GEAR Up and district/site personnel.

Strategy/Activity

RTI Model - students assessed and standards measured for lesson design and improvement.

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.

250,000	LCFF 1000-1999: Certificated Personnel Salaries

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

Math and ELA students participate in extended after school tutoring

Strategy/Activity

Student identified in site assessments stay participate after school for concept and procedural extension of lessons.

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.

120,000	LCFF Funds (Personnel) 1000-1999: Certificated Personnel Salaries

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

All students participate in after school tutoring programs ran by Teaching Fellows

Strategy/Activity

Students who stay after school participate in Teaching Fellows.

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.

150,000	LCFF Funds (Non-Personnel) 1000-1999: Certificated Personnel Salaries

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

Students participate in supplementary activities or programs for the classroom.

Strategy/Activity

Students have access to technology that will extend the lesson as found in study sync, and IXL.

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.

15,000	LCAP 4000-4999: Books And Supplies

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

ATSI - Student events

Strategy/Activity

ATSI - Acknowledge student academic achievement with student of the quarter extension. This would be "student engagement" award. This recognizes student GPA and 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.

O	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	LCFF Funds (Non-Personnel)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The overall implementation of the strategies and activities is all site based and site run. This process allows for the staff to practice the direct needs they are seeing in their classrooms. With this practice students and staff have more time to effectively and efficiently steadily achieve the goals set.

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

Some of the major differences are the ability to view the grants under GEAR Up and other district programs. Having this access can potentially allocate what is needed for each individual site.

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.

ATSI - this engagement opportunity will promote student, staff and community acknowledgement as well as keep all stakeholders accountable and aware of student success.

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

Positive School Climate

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

Farmersville Jr. High School will provide and maintain a positive physical environment and school culture that enhances student learning to increase student performance. Farmersville Jr. High School will strategically and intentionally create opportunities for students to feel connected to our school culture in an effort to reduce truancy, chronic absences and systematically increase ADA annually. We will utilize pervious year annual measurable outcomes to formulate plan.

Identified Need

Farmersville Jr. High School has experienced a history of an average daily attendance of 95% or greater. Good attendance is a strong indicator of increased achievement and graduation rates. 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	A total of 47 students are identified as chronic absentees due to various reasons. 11% being ill and 10% unexcused and 7% excused.	Continue established norms in meeting monthly to data mine trends and focus on meeting student needs to re-integrate back from absence successfully.
2. Promotion Rate		
3. English Learner Reclassification Rate	An overall 17 students including but not limited to, 8th grade were reclassified end of near 21/22.	Continue to focus on areas of concern. Goal is zero suspension rate.
4. Attendance Rate		
5. Safety and Connectedness	Continuing promoting school events. Utilizing front office staff such as community liaison and teachers to connect with students.	Focus on creating a culture focused on creating significance and belonging, inclusion and communication where all students, parents and staff feel safe and cared for.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6. Suspension Rate		Continuing implementing PBIS and student voice for restorative practices.
7. Expulsion Rate	None. Two recommended.	All students remain on a mainstream pathway.
8. Dropout Rate	None.	All students remain in school.
9. Facilities - FIT Report	Fit Report found in Williams visit indicated an 96% success rate.	Two discrepancies found; however, were addressed by identifying work order.

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)

Student Engagement - Attendance, Academic and Athletic Assemblies.

Strategy/Activity

In order to increase attendance, academics and athletics we will provide opportunities to recognize student and parent achievement in front of their families and peers. Additionally, promote the opportunity to connect with staff.

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.

6,500	Title I 4000-4999: Books And Supplies

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

Student Engagement - Student and parent assemblies/fieldtrips

Strategy/Activity

Students and families will learn and experience real world functions and opportunities to become more aware about the schools resources.

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.

7,000	LCAP 5000-5999: Services And Other Operating Expenditures

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

Student Engagement - Parent Functions

Strategy/Activity

Parents will have opportunity to visit campus and connect with staff.

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.

3,000	LCFF Funds (Non-Personnel) 0000: Unrestricted

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

Instructional Aids

Strategy/Activity

Instructional aids facilitate classrooms and campus needs in order to address post pandemic needs.

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.

	LCFF Funds (Non-Personnel) 2000-2999: Classified Personnel Salaries

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

Counseling

Strategy/Activity

Behavioral counselor facilitate, mentor, and address academic and behavioral loss post pandemic needs.

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.

	LCFF Funds (Non-Personnel) 2000-2999: Classified Personnel Salaries
	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)

ATSI -Student Events

Strategy/Activity

ATSI - Acknowledge student academic achievement with student of the quarter extension. This would be "student engagement" award. This recognizes student GPA and 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.

0	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	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

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.

	LCFF Funds (Personnel)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The overall implementation of the strategies and activities will promote the awareness of policy and procedure here at site. This knowledge will be communicated to staff so staff can properly communicate to students and families. This process will ultimately increase parent awareness and therefore involvement.

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

Gaining more knowledge to have more ability or flexibility to carryout assemblies and fieldtrips to the students needing to see and experience matters outside of their regular environment.

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.

ATSI - Homeroom is a success. We are seeing connections and opportunities to build relationships. We anticipate more awareness of school such as academics, attendance and event involvement as we begin the year with homeroom.

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 Significance and Belonging

LEA/LCAP Goal

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

Goal 3

Farmersville Jr. High School will establish a community of learners who share a sense of belonging in a friendly, safe and supportive environment. We will provide a quality learning environment for parents to close the achievement gap through parent meetings and education courses.

Identified Need

It is important to provide parent engagement activities. We will focus on new means to communicate all activities via parent calling systems, Parent Forums, ParentSquare, school websites, Social media including Instagram,
Facebook, YouTube, parent portal, newsletters, parent liaisons, and outreach consultants to encourage all stakeholder 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 involvement and collaboration at all school events, trainings, and meetings by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.
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 involvement and collaboration at all school events, trainings, and meetings by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 involvement and collaboration at all school events, trainings, and meetings by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.
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 involvement and collaboration at all school events, trainings, and meetings by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.
5. Parent participation in PIQE	52 parents enrolled in Parent Institute for Quality Education (PIQE) attending classes on site ran by program and partnered with school.	Assist school with matters that will promote awareness of site and district initiatives.

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)

School Site Council / English Language Advisory Committee

Strategy/Activity

Parents attend to gain knowledge of school and district initiatives. Additionally, parents are able to voice and vote on matters effecting site.

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.

8,500	LCFF Funds (Non-Personnel) 4000-4999: Books And Supplies

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

Families and parents participate in PIQE

Strategy/Activity

Families and parents gain knowledge of school matters.

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.

0	LCFF 4000-4999: Books And Supplies

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

Site events

Strategy/Activity

Students and families invites to participate in site events such as back to school nite, conferences and open house.

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.

12,000	LCFF Funds (Non-Personnel) 0000: Unrestricted
	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)

ATSI - parent voice

Strategy/Activity

ATSI - Students, staff, and site will collaborate with parents and establish more parent opportunities to participate and establish parent voice.

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.

0	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

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.

	LCFF Funds (Personnel)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The overall implementation of these strategies and activities will allow student, parent and staff to build relationships on our site in order to attain a more effective place to educate our students and therefore promote the academic and community growth of Farmersville.

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

In order to implement more understanding of budget is required. Some of these opportunities listed above pertain to grants such as gear up. Our goal is to continue these programs at the site by being site ran. For example, parent forums and workshops being offered to our families.

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.

ATSI - Focusing on parent forums, luncheons and community resources, such as the implementation of room 44 (student services), will provide a platform for connections.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$172,442.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$572,000.00

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	$6,500.00

Subtotal of additional federal funds included for this school: $6,500.00

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 ($)
LCAP	$22,000.00
LCFF	$250,000.00
LCFF Funds (Non-Personnel)	$173,500.00
LCFF Funds (Personnel)	$120,000.00

Subtotal of state or local funds included for this school: $565,500.00

Total of federal, state, and/or local funds for this school: $572,000.00

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

Expenditures by Funding Source

Funding Source	Amount
LCAP	22,000.00
LCFF	250,000.00
LCFF Funds (Non-Personnel)	173,500.00
LCFF Funds (Personnel)	120,000.00
Title I	6,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	15,000.00
1000-1999: Certificated Personnel Salaries	520,000.00
4000-4999: Books And Supplies	30,000.00
5000-5999: Services And Other Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCAP	15,000.00
5000-5999: Services And Other Operating Expenditures	LCAP	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF	250,000.00
4000-4999: Books And Supplies	LCFF	0.00

0000: Unrestricted	LCFF Funds (Non-Personnel)	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF Funds (Non-Personnel)	150,000.00
4000-4999: Books And Supplies	LCFF Funds (Non-Personnel)	8,500.00
	LCFF Funds (Personnel)	0.00
1000-1999: Certificated Personnel Salaries	LCFF Funds (Personnel)	120,000.00
4000-4999: Books And Supplies	Title I	6,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	535,000.00
Goal 2	16,500.00
Goal 3	20,500.00

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:

2 School Principal

3 Classroom Teachers

4 Other School Staff

8 Parent or Community Members

5 Secondary Students

Name of Members	Role
Chris Sanchez	Principal
Trista Waymire	Principal
Emiliano Moran	Other School Staff
Mercedes Rosales	Classroom Teacher
Julie McIntosh	Classroom Teacher
Anna Grimm	Classroom Teacher
Berenice Macias	Other School Staff Parent or Community Member
Sergio Valencia	Other School Staff Parent or Community Member
Raquel Lopez	Parent or Community Member
Lourdes Rodriguez	Parent or Community Member
Martin Ortega	Parent or Community Member
Angelina Rosales	Other School Staff
Marcel Labuga	Parent or Community Member
Bernadette Murillo	Parent or Community Member
Destiny Aldape	Secondary Student
Shekinah Belangoy	Secondary Student
Jose Ortega	Secondary Student
Racheal Burns	Secondary Student

| Sergio Valencia | Secondary Student |
| Laura Anaya | Classroom Teacher |

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
	State Compensatory Education Advisory Committee
	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 8.16.23.

Attested:

	Principal, Chris Sanchez on 8.16.23
	SSC Chairperson, Sergio Valencia on 8.16,23

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/

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