



Farmersville Jr. High School

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"Falcons Have Pride"

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 Junior High School	54-75325-6100275	October 27, 2020	December 15, 2020

Purpose and Description

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

Schoolwide Program

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

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

The School Plan for Student Achievement (SPSA) aligns with district Learning Continuity and Attendance Plan goals, actions, and services. Federal funds including Title I, II, III and IV supplement the SPSA goals, actions, and services to meet the needs of all students and are identified as district wide centralized services.

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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 2018-19 Title I Parent Survey, parents indicated:

85% of parents always or almost always acknowledge that there are opportunities for parents to learn about the schools curriculum and programs.

74% of parents always or almost always acknowledge that they receive information from schools (i.e., notes, reports, flyers, telephone calls, letters, etc.).

93% of parents always or almost always acknowledge that notices and letters are sent home in English and Spanish.

93% of parents always or almost always acknowledge that they feel that the school is a safe place for their child.

93% of parents always or almost always acknowledge that the school provides additional services (tutoring and counseling) to support student growth.

81% of parents always or almost always acknowledge that their child receives good classroom instruction.

85% of parents always or almost always acknowledge that the school places a proper emphasis on reading.

78% of parents always or almost always acknowledge that the school places a proper emphasis on writing.

73% of parents always or almost always acknowledge that the school places a proper emphasis on mathematics.

93% of parents are aware that school has tutoring available for their child while 4% were not aware and 4% did not know..

70% of parents are aware of their child's Accelerated Reader (AR) reading level while 22% were not aware and 7% did not know.

85% of parents have received suggestions to help their child succeed in school while 12% had not.

100% of parents indicated that they feel welcomed at their child's school while 0% did not.

93% of parents indicated that the discipline system at school is always or usually fair while 7% sometimes fair.

On average, parents indicated that their child reads at home Monday through Friday, 20% 60 minutes+, 20% 45-50 minutes, 20% 30-44 minutes, 30% 15-29 minutes and 10% less than 15 minutes.

27 parents out of 403 (6%) responded to the Title I Parent Survey.

19% of parents indicated that the best suited time for parents/guardians to attend school events or meetings is in the morning or during school while 86% indicated after school or the evenings would be the best time.

In summary, 89% of parents indicated that they are satisfied with the education their child and 11% stated sometimes.

* The school did not administer the Title I Parent Survey in the Spring, 2019 due to school closure / distance learning

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 Site 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. CSI funds are used to provide data analysis support and to provide student standards-based student interventions.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 achievement and behavior 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.72%	0.25%	0.52%	3	1	2
Asian	0.48%	0.74%	1.04%	2	3	4
Filipino	%	%	0%			0
Hispanic/Latino	92.53%	95.29%	94.79%	384	384	364
Pacific Islander	%	%	0%			0
White	6.02%	3.72%	3.39%	25	15	13
Multiple/No Response	%	%	0%			0
Total Enrollment				415	403	384

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	211	187	202
Grade 8	204	216	182
Total Enrollment	415	403	384

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 384 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.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	116	136	146	28.0%	33.7%	38.0%
Fluent English Proficient (FEP)	161	143	122	38.8%	35.5%	31.8%
Reclassified Fluent English Proficient (RFEP)	26	21	13	22.0%	18.1%	9.6%

Conclusions based on this data:

1. As a team of facilitators, we will guarantee to offer services dependent on the students we serve. 38% of our student population are 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 coach our teachers on best practices in Integrated and Designated ELD to help move our students to proficiency.
3. We will continue our approach and plan in working with students that are close to reclassification, and continue to guarantee that sub-group is 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. 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

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	200	217	183	196	212	181	196	212	181	98	97.7	98.9
Grade 8	193	203	216	189	201	211	189	201	211	97.9	99	97.7
All	393	420	399	385	413	392	385	413	392	98	98.3	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2473.	2461.	2457.	2.55	0.00	2.76	17.35	13.21	16.57	25.00	33.49	17.68	55.10	53.30	62.98
Grade 8	2508.	2496.	2486.	5.82	3.48	1.90	18.52	17.91	18.48	31.75	29.85	29.86	43.92	48.76	49.76
All Grades	N/A	N/A	N/A	4.16	1.69	2.30	17.92	15.50	17.60	28.31	31.72	24.23	49.61	51.09	55.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	8.67	4.25	7.18	35.71	38.21	25.41	55.61	57.55	67.40
Grade 8	11.64	10.95	10.43	39.68	33.83	33.18	48.68	55.22	56.40
All Grades	10.13	7.51	8.93	37.66	36.08	29.59	52.21	56.42	61.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	6.63	3.30	7.73	43.37	38.68	34.81	50.00	58.02	57.46
Grade 8	8.99	4.98	4.27	43.92	39.80	51.66	47.09	55.22	44.08
All Grades	7.79	4.12	5.87	43.64	39.23	43.88	48.57	56.66	50.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.61	0.47	4.42	48.98	56.60	54.70	45.41	42.92	40.88
Grade 8	7.41	4.48	4.74	70.37	59.70	55.92	22.22	35.82	39.34
All Grades	6.49	2.42	4.59	59.48	58.11	55.36	34.03	39.47	40.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	4.59	6.13	6.63	48.98	46.23	35.36	46.43	47.64	58.01
Grade 8	11.64	12.44	7.58	43.92	43.78	41.23	44.44	43.78	51.18
All Grades	8.05	9.20	7.14	46.49	45.04	38.52	45.45	45.76	54.34

Conclusions based on this data:

1. Based on ELA results, we had an increase of almost 3 percent of 7th grade students who exceeded standards, an increase of 6 percent of 7th grade students 1 met or exceeded the standards, 18 percent nearly met, and 63 percent did not. Based on ELA results, 20 percent of 8th graders met or exceeded the standards, 30 percent nearly met and 50 percent did not.
2. We had a steady increase of at least 1 percent growth in almost all categories. For both 7th and 8th graders, a higher percentage of students performed above standard in Reading (7% and 10%). Research/Inquiry had the second highest percentage of students above standard (7% and 8%). Writing and Listening had fewer students performing above standard (8% and 4% for Writing, and 5% and 5% for Listening).
3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to 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 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

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	200	217	183	199	216	182	199	216	182	99.5	99.5	99.5
Grade 8	193	203	216	190	201	213	190	201	213	98.4	99	98.6
All	393	420	399	389	417	395	389	417	395	99	99.3	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2433.	2420.	2421.	1.01	0.46	1.10	8.04	2.78	4.95	22.61	19.44	18.13	68.34	77.31	75.82
Grade 8	2476.	2446.	2449.	3.16	1.49	1.41	10.53	5.47	7.04	24.74	19.90	21.13	61.58	73.13	70.42
All Grades	N/A	N/A	N/A	2.06	0.96	1.27	9.25	4.08	6.08	23.65	19.66	19.75	65.04	75.30	72.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	4.52	0.46	2.75	14.07	17.13	13.19	81.41	82.41	84.07
Grade 8	7.89	2.49	3.29	25.79	22.39	20.19	66.32	75.12	76.53
All Grades	6.17	1.44	3.04	19.79	19.66	16.96	74.04	78.90	80.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.52	1.39	1.65	22.11	24.07	23.63	74.37	74.54	74.73
Grade 8	5.79	3.98	1.88	30.00	34.33	32.39	64.21	61.69	65.73
All Grades	4.63	2.64	1.77	25.96	29.02	28.35	69.41	68.35	69.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.52	0.46	3.30	44.22	39.35	45.60	52.26	60.19	51.10
Grade 8	3.16	1.49	0.94	44.74	40.30	40.85	52.11	58.21	58.22
All Grades	3.34	0.96	2.03	44.47	39.81	43.04	52.19	59.23	54.94

Conclusions based on this data:

1. Based on Mathematics results, 6 percent of 7th graders exceeded or met the standard, 18 percent nearly met, and 75 percent did not.
2. Based on Mathematics results, 8.5 percent of 8th graders exceeded or met the standards, 21 percent nearly met, and 73 percent did not.
3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to 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 3 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1515.1	1528.3	1514.9	1528.5	1514.7	1527.6	61	73
Grade 8	1514.4	1515.4	1506.6	1510.9	1521.6	1519.3	39	56
All Grades							100	129

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	22.95	12.33	31.15	35.62	24.59	39.73	21.31	12.33	61	73
8	*	7.14	43.59	35.71	*	33.93	*	23.21	39	56
All Grades	21.00	10.08	36.00	35.66	25.00	37.21	18.00	17.05	100	129

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	42.62	32.88	27.87	36.99	18.03	21.92	*	8.22	61	73
8	41.03	16.07	30.77	51.79	*	14.29	*	17.86	39	56
All Grades	42.00	25.58	29.00	43.41	18.00	18.60	11.00	12.40	100	129

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	4.11	21.31	21.92	32.79	45.21	40.98	28.77	61	73
8	*	3.57	*	14.29	30.77	41.07	33.33	41.07	39	56
All Grades	*	3.88	22.00	18.60	32.00	43.41	38.00	34.11	100	129

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	34.43	15.07	47.54	64.38	18.03	20.55	61	73
8	30.77	10.71	61.54	57.14	*	32.14	39	56
All Grades	33.00	13.18	53.00	61.24	14.00	25.58	100	129

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	60.66	41.10	31.15	50.68	*	8.22	61	73
8	53.85	32.14	33.33	48.21	*	19.64	39	56
All Grades	58.00	37.21	32.00	49.61	*	13.18	100	129

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	5.48	21.31	36.99	70.49	57.53	61	73
8	*	5.36	28.21	30.36	58.97	64.29	39	56
All Grades	*	5.43	24.00	34.11	66.00	60.47	100	129

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	4.11	70.49	80.82	18.03	15.07	61	73
8	*	0.00	69.23	73.21	*	26.79	39	56
All Grades	13.00	2.33	70.00	77.52	17.00	20.16	100	129

Conclusions based on this data:

1. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to our student achievement goals in the area of English Language learners.
2. Based on the total results, FJHS will focus on students performing at the beginning stages and somewhat developed level.
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

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
403	96.3	33.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	33.7
Homeless	4	1.0
Socioeconomically Disadvantaged	388	96.3
Students with Disabilities	12	3.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	3	0.7
Hispanic	384	95.3
White	15	3.7

Conclusions based on this data:

1. Almost all 96.3 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 33.7 percent of student population is categorized as English Learners. Emphasis on supporting our EL students will continue.
3. Almost all 95.3 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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Red</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 376 730">Orange</p>		

Conclusions based on this data:

1. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to 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.
2. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to our student achievement goals in the area of ELD for all students.
3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to 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 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 Language Arts

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



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 83.8 points below standard Declined -5 points 386	<p>English Learners</p>  Red 98.6 points below standard Maintained -1.6 points 234	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Red 86.7 points below standard Declined -6.7 points 374	<p>Students with Disabilities</p>  No Performance Color 146.5 points below standard Increased ++11.6 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 83.4 points below standard Declined -3.1 points 368	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 82.9 points below standard Declined Significantly -16.5 points 14

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
144 points below standard Declined -3.9 points 120	50.8 points below standard Increased Significantly ++15.2 points 114	78.4 points below standard Maintained -1.4 points 116

Conclusions based on this data:

- For 2019, English Learners' performance on the ELA assessment increased by 2%.
- Two significant populations showed increased improvements in 2019. Both Reclassified English Learners and Students with Disabilities. All other subgroups showed a decline in performance on the ELA assessment.
- Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to 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 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.

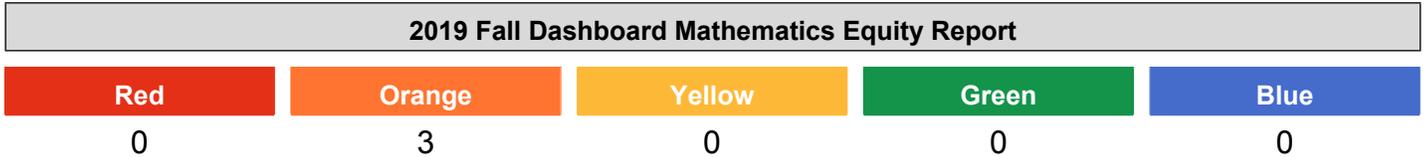
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 138.4 points below standard Increased ++3.9 points 386	<p>English Learners</p>  Orange 154.3 points below standard Increased ++3.4 points 234	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Orange 142.1 points below standard Increased ++4 points 374	<p>Students with Disabilities</p>  No Performance Color 185.3 points below standard Increased Significantly ++43.9 points 15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 139.2 points below standard Increased ++4.4 points 368			 No Performance Color 116.2 points below standard Increased ++10.1 points 14

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
186.7 points below standard Increased ++11.9 points 120	120.1 points below standard Increased ++8.2 points 114	128.8 points below standard Increased ++12.5 points 116

Conclusions based on this data:

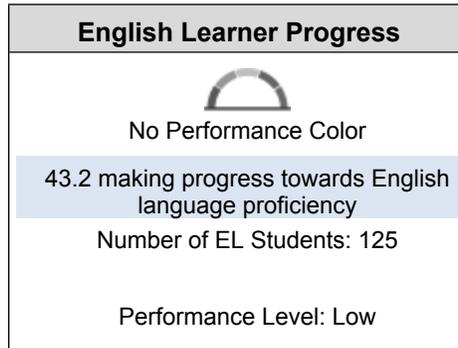
1. For 2019, All students showed a steady increase towards meeting our Math goals.
2. Two significant populations showed increased improvements in 2019. Both White and Students with Disabilities.
3. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to 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. 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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.2	37.6	4.8	38.4

Conclusions based on this data:

1. Based on the total results, Farmersville Junior High will continue to strategically provide intervention opportunities to align to 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 in to align to 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 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 added a roving guest teacher to help implement new ideas shared in collaboration with our six year GEAR UP grant.

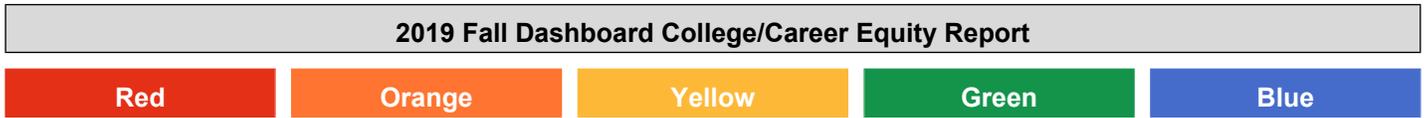
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable for JHS

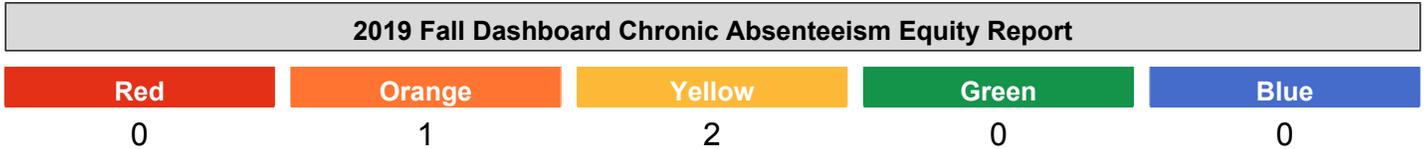
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>11.2</p> <p>Declined -1.1</p> <p>418</p>	<p>English Learners</p>  <p>Orange</p> <p>11.2</p> <p>Increased +0.7</p> <p>143</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>11.6</p> <p>Declined -1</p> <p>405</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>12.5</p> <p>Declined -2.5</p> <p>16</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.1 Declined -0.8 397	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 17.6 Increased +2.8 17

Conclusions based on this data:

- For 2019, the continued support from Multi Tiered System of Support is having a positive impact. Our attendance and school population is steadily increasing yearly.

School and Student Performance Data

Academic Engagement Graduation Rate

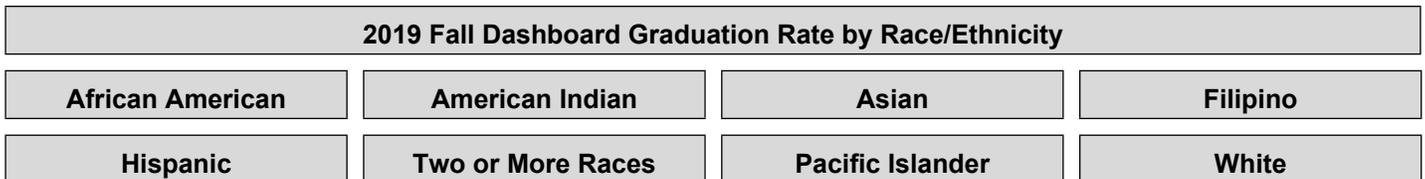
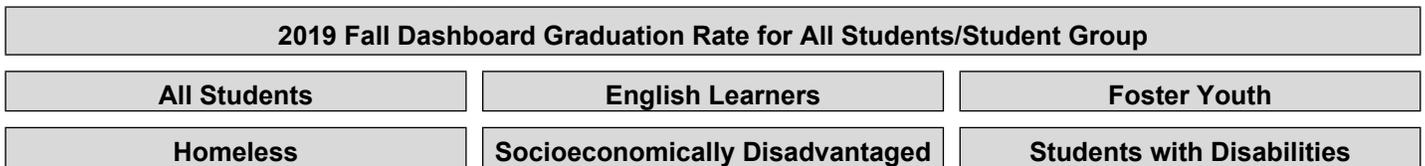
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

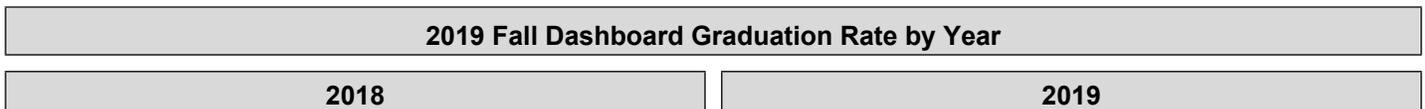
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. Not applicable for FJHS

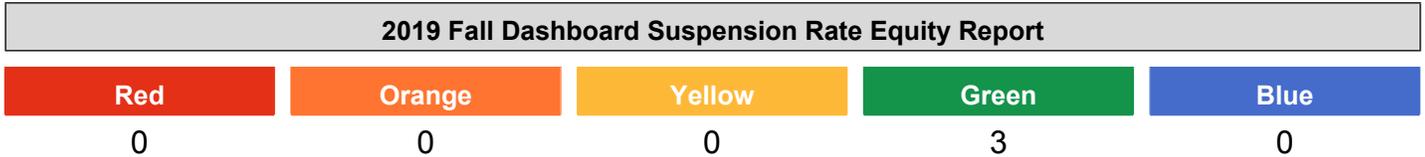
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.4</p> <p>Declined -0.9</p> <p>421</p>	<p>English Learners</p>  <p>Green</p> <p>4.8</p> <p>Declined -2.4</p> <p>145</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7.6</p> <p>Declined -0.6</p> <p>408</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>12.5</p> <p>Declined -17.5</p> <p>16</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">1</p>	<p align="center">American Indian</p>	<p align="center">Asian</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">3</p>	<p align="center">Filipino</p>
<p align="center">Hispanic</p> <p align="center"></p> <p align="center">Green</p> <p align="center">7.3</p> <p align="center">Declined -1</p> <p align="center">400</p>	<p align="center">Two or More Races</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">11.8</p> <p align="center">Increased +0.7</p> <p align="center">17</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	8.3	7.4

Conclusions based on this data:

1. For 2019, 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 to align to 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 and sub-groups in ELA, ELD, and Mathematics.

Goal 1

For the 2020-2021 school year, we will increase the percentage of students achieving at "standards exceeded/met" in English Language Arts (ELA) and Mathematics (Math) as measured by the Smarter Balanced Assessment as shown below:

ELA Standard Exceeded from 2% to 5%, Standard Met from 15% to 18% and in Math Standard Exceeded from 1% to 4%, Standard Met from 9% to 12%

We will also move 5% from the "standard not met" to "standard nearly met" in ELA and Math as shown below:

ELA Standard Nearly Met maintain at 31%, Standard Not Met from 51% to 46% and in Math Standard Nearly Met maintain at 19%, Standard Not Met from 74% to 60%

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC CAASPP Apex Course completion/performance STAR assessments	see above	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)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.1a Provide TCOE professional development in the area of Mathematics
5,500	Title I 4000-4999: Books And Supplies 1.1b Various programs/Digital and student digital licenses such as IXL Tutorials for student supports and intervention. State Assessments i.e. TST, Quizzes, & CST.
5,000	Other 0001-0999: Unrestricted: Locally Defined 1.1c Additional GEAR UP intervention supports in the area of Math be provided to all students
500	Other 5900: Communications 1.1d Parents and the community will be informed of standards, benchmarks, and student progress through newsletters, progress reports, report cards, parent-teacher conferences, Back-to-School night, Open House, SSC and ELAC meetings and Telephone recordings to support parent communication (Blackboard Connect), Integrated AERIES Parent Square program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2a Provide TCOE professional development in the area of ELA
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2b Apex Tutorials for student supports and intervention. APEX Assessments i.e. TST, Quizzes, & CST.
25,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2c STAR / Accelerated Reader Renaissance / Myon Program
100,000	Title I 1000-1999: Certificated Personnel Salaries Academic Coach provides support for English Learners by supporting ELD strategies for teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title III 5800: Professional/Consulting Services And Operating Expenditures 1.3 a Provide TCOE professional development in the area of ELD
1000	Title I 5000-5999: Services And Other Operating Expenditures 1.3b Headsets with microphones for ELD program Learning

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.4a Provide TCOE professional development in the area of TIP.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,937.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.5a Provide TCOE professional development / resources in the area of NGSS / STEM
5000.00	Title IV 5000-5999: Services And Other Operating Expenditures 1.5b Provide TCOE professional development / resources in the area of Technology Integration
6,000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 1.5c Provide TCOE professional development / resources in the area of NGSS / STEM
3,937.00	Title I 4000-4999: Books And Supplies 1.5d Provide Science Department opportunities to outfit classrooms with the necessary materials to successfully integrate the NGSS/STEM curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000.00	Title I 4000-4999: Books And Supplies 1.6a STAR / Accelerated Reader Program
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.6b Core content teachers will receive training in AVID instructional strategies to enhance

students' reading, writing and academic vocabulary skills.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

LCAP 1.7. Academic content standards and ELD standards will be the basis of 80% of PLC meetings, Grade level meetings, and Department meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.7a Provide PLC training and support
5,000.00	Title I 1000-1999: Certificated Personnel Salaries 1.7b Summer teacher curriculum guide planning to align CCSS standards

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In order to improve student achievement and to raise Math and English scores through comprehensive support in funding and stakeholder support, we will continue to allocate the funds that are necessary to meet the successful plan.

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

As a site, we have adjusted and allocated the required funds to better serve the increase of performance of students.

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.

Strategy 1 & 2 was to add additional math and ELA support classes to address student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

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

Goal 2

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.

Identified Need

The school has experienced a history of 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
Attendance reports, FIT Report, Tardy reports, Parent surveys	Previous year diagnostic reports	Lower chronic absentee levels, Lower tardiness, Excellent rating on FIT Report

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

List specific actions to improve student attendance.

Strategy/Activity

Increase student attendance TK-12

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Title IV 4000-4999: Books And Supplies 2.1 Provide MTSS staff training
1000	Title I 5000-5999: Services And Other Operating Expenditures 2.1b Increase student daily attendance through perfect attendance recognition monthly, quarterly and annually.
1000	Title I 5000-5999: Services And Other Operating Expenditures 2.1c Student recognition and rewards for academic excellence will be provided to enhance student connectedness and motivation. Student Recognition Luncheons: Teachers select students who are honored each quarter. Parents are invited to attend.
10,370	LCFF 2000-2999: Classified Personnel Salaries 2.1d Coordinate Monthly meetings consisting of attendance registrar, SRO, Community Liaison and Vice principal to go over a short list of students that need interventions, home visits, parent contact and or home visits. Create opportunities to connect family to services needed to make the appropriate connections back to school with the intent to bridge the attendance gap. Saturday Opportunity Attendance Recovery (SOAR) program.
2,400	Title I 5000-5999: Services And Other Operating Expenditures 2.1e Teacher driven student recognition Luncheons emphasizing on attendance, and school wide PRIDE expectations..
1000	LCFF 5000-5999: Services And Other Operating Expenditures 2.1f Continue to offer services that address the needed supports. Work closely with campus Liaison to ensure the basic necessities to serve foster and homeless status students.
3,200	Title I

	5000-5999: Services And Other Operating Expenditures 2.1g Saturday Academy school will be used to recover assignments and used to re-coup ADA. Monthly attendance Incentives will be implemented.
500	LCFF 5900: Communications 2.1h Implement Attendance Improvement Strategies: Warning: 3+ absences 1st Letter: 6 unexcused absences 2nd Letter: 9 unexcused absences 3rd Letter: 12 unexcused absences 4th Letter: SARB meeting
6,000	Title I 5000-5999: Services And Other Operating Expenditures 2.1i Annual Academic Awards Ceremony: Recognizes students for achieving High Honor Roll, Honor Roll and Perfect Attendance for the entire school year and other schoolwide areas.
4,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 2.1j Motivational Assemblies every quarter to promote self-awareness and anti-bully campaigns.(CAMFEL Productions)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

List specific intervention actions to support students who are at-risk for not meeting grade level standards / graduation requirements.

Strategy/Activity

Increase high school graduation rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I

	5800: Professional/Consulting Services And Operating Expenditures 2.2b Provide creative methods for students to stay connected to school using the tiered approach to FALCON PRIDE systems in place, creating brochures and other forms of communication.
1000	Title I 5000-5999: Services And Other Operating Expenditures 2.2c Provide a system of progressive interventions and a tiered approach to discipline that offers multiple ways to resolve disciplinary concerns.
18,000	Other 5000-5999: Services And Other Operating Expenditures Contracted with Panorama Education to provide a data dashboard to monitor academic and behavior student progress

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Describe actions to decrease student chronic absenteeism.

Strategy/Activity

Decrease chronic student absenteeism across the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
2.3a Quarterly Student recognition Luncheons emphasizing on attendance, and school wide PRIDE expectations.

Other
5000-5999: Services And Other Operating Expenditures
Panorama Student Success platform will be used to identify and target interventions for students with excessive absences.

3,000

Title I

5900: Communications
 2.3c In an effort to increase high school graduation rates, FJHS has established a culture of significance and belonging. With the help of our school staff and community, we have invested in opportunities to collaborate with local groups PBIS.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Describe actions to reduce student behavior incidents and suspensions.

Strategy/Activity

Reduce student suspension rates across the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 2.4a Provide TCOE professional development in the area of PBIS/ MTSS
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 2.4b Continue school wide PBIS initiatives of the importance of first initial instruction and Positive classroom expectations. Continue to emphasize expectations in all areas of the school campus. Continue to offer opportunities to train.
3,500	Title I 5900: Communications 2.4c Continue to provide PBIS Pride system of awards to all students who pursue excellence in all school expectations including respect, responsibility and safety.
	Other 5000-5999: Services And Other Operating Expenditures AERIES Pre-intervention and Panorama Student Success platform will be used to document student discipline and support and to communicate interventions with all staff.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Describe actions and services to reduce the number of major student behavior incidents.

Strategy/Activity

Decrease student expulsion rates across the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000.00

Source(s)

Title IV
4000-4999: Books And Supplies
2.5a Provide Second Step / School Connections resources

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Describe intervention actions to decrease dropouts and increase student engagement.

Strategy/Activity

Decrease student dropout rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
2.6a Continue to meet with students that have been strategically selected through multiple measures that indicate possible dropping out of school. These students will have a strategic plan to include and create a promotion plan. Use Query list to identify FALCON FOCUS students.

6,000

Title I
5000-5999: Services And Other Operating Expenditures

2.6b In an effort to decrease high school drop out rates, FJHS has established a culture of significance and belonging. We will increase parent communication through recognition programs, promotion ceremony and Community Stakeholder events including Career Fair, PTO, and Incentive Trips.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Describe specific actions to ensure school facility meets safety requirements.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Weekly walk through inspection with Lead custodian to insure safety and facility compliance.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Farmersville Jr. high School will provide resources and materials to support all students with access to courses and programs that are necessary to provide a clean, healthy, orderly, physically, and emotionally, safe environment in which to engage students in their learning and reach their full potential.

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

As a site, we have adjusted and allocated the required funds to better serve the increase of performance of students.

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.

As a site, we have adjusted and allocated the required funds to better serve the increase of performance of students. We have created new ways for our team to capture data. We have created new ways that are stakeholder driven to gauge our 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

Parent Involvement

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

The level of parent engagement supports students. It is important to provide parent engagement activities and to use new means to communicate these and more activities via parent calling systems, Parent Forums, ParentSquare, school websites, Social media including Instagram, Facebook, Youtube, parent portal, newsletters, parent liaisons, and outreach consultants to encourage engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent surveys Parent involvement at events/trainings	Increase the amount and level of Parent participation. Our plan is to engage our parents and create opportunities to engage parents.	Increase parent involvement and collaboration at all school events, trainings, and meetings

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)

List specific actions to increase parent involvement and understanding of how to support their student in the learning process.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 3.1a Provide PIQE parent training and support
	Adult Education None Specified 3.1b Provide Adult Education ESL / Diploma classes
3,500	LCFF 5000-5999: Services And Other Operating Expenditures 3.1c Parents are informed of their child's progress through the following: Progress reports, parent/teacher conferences, School Site Council, English Learner Advisory Committee, Blackboard Parent Connect, quarterly newsletters, Lunch on the lawn, Student/Parent orientations, Aeries Parent Portal trainings, and other parent focused events.
2000	LCFF 2000-2999: Classified Personnel Salaries 3.1d Increase parent communication through recognition programs and parent Community Stakeholder events, Career Fair.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

List specific actions to support parent understanding of technology, CCSS, and literacy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title III Immigrant 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In an effort to increase the number of parent participation, Farmersville Jr. high School provided resources and materials to support all parents with access to courses and programs for involvement in all activities and inclusive projects for student/adult participation as stated above.

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

As a site, we have budgeted accordingly and realized we need to account for the increase of parent participation. We have made the changes necessary for our practices to have a successful outcome.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

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

Goal 4

Farmersville Jr. high School will provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study in Honors ELA and Math, Agricultural Sciences, FFA, STEM, Desktop Publishing, Literature and Art, Video Production and other programs.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmarks Grades Academic Success CAASPP Scores	In an effort to increase the successful transition into high school and a college or career broad course of study, FJHS will utilize data gathered to make decisions to guarantee the success of our students.	Utilizing previous year's scores and data FJHS will increase student engagement, better prepare students to achieve, and increased student scores and outcomes

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)

List specific actions to increase the number of students who are college and career ready

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies 4.1a Provide GATE / Honors materials and resources
50,000	LCFF 4000-4999: Books And Supplies 4.1b Integration of laptops in core classes to enhance student engagement and student learning outcomes.
6,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 4.1c Professional development opportunities, and coaching through vendors such as Tulare County Office of Education and other board approved vendors. Staff will receive training to develop lessons which integrate laptops as a tool for learning. Coaching support is held one-on-one and in a group setting.
3,000	Title I 5800: Professional/Consulting Services And Operating Expenditures PLC professional development opportunities, and coaching through vendors such as Tulare County Office of Education and other board approved vendors for all staff that has not yet received the professional development.
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 4.1d Farmersville Jr. High School will provide training and materials to support all students with access to AVID courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study in all core subjects.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Describe specific actions to increase the number of students who are college ready for English Language Arts.

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who are “conditionally ready or ready” on the EAP/ ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

Title II
5800: Professional/Consulting Services And Operating Expenditures
4.2a Core content teachers will receive training in AVID instructional strategies to enhance students’ 21st century skills

3,000

Title I
4000-4999: Books And Supplies
4.2b Farmersville Jr. High School will provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study in Honors ELA.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Describe specific actions to increase the number of students who are college ready for math.

Strategy/Activity

Increase the number of all students, including unduplicated and special needs who are “conditionally ready or ready on the EAP in Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500

LCFF
4000-4999: Books And Supplies
4.3a Farmersville Jr. high School will provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study in Honors Math. Provide opportunities to continue

to license fees for engagement in IXL math program.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Describe specific actions to increase the number of students who are prepared for honors or advanced placement pathways

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs in honors courses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies
4.4a Farmersville Jr. high School will provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study in Honors and advanced placement pathways. Provide opportunities to continue to license fees for engagement in digital licensing and other programs as needed.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Describe specific actions to increase the number of students who are prepared to complete a career technical education pathway.

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who complete at least 1 Career Educational Technical Pathway.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I
4000-4999: Books And Supplies

	<p>4.5a Provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study in Agricultural Sciences, FFA, STEAM, Desktop publishing and video production programs.</p>
6,000	<p>Title I 5000-5999: Services And Other Operating Expenditures 4.5b Provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study in Agricultural Sciences, FFA, STEAM, Desktop publishing and video production programs.</p>
	<p>LCFF 5800: Professional/Consulting Services And Operating Expenditures 4.5c In order to increase student achievement for all students at FJHS, we will increase the number of field trips offered to expose them to a wider array of career opportunities in the STEM fields.</p>
	<p>LCFF 5000-5999: Services And Other Operating Expenditures 4.5d College to Career Pathways exploration. There are up to six planned trips to local community colleges and Local Four year colleges to explore college and career pathways.</p>
3000	<p>LCFF 4000-4999: Books And Supplies 4.5e In an effort to increase the number of students participating in Career Educational Technical Pathways and to continue to support our FFA Chapter, Agricultural Science, STEM and emerging Desktop publishing pathways.</p>
	<p>Title IV 5000-5999: Services And Other Operating Expenditures Provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, NGSS, and broad</p>

course of study in the field of Sciences, and programs.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In an effort to increase the number of students participating in Career Educational Technical Pathways, and continue to support our FFA Chapter, Agricultural Science, and emerging Desktop publishing pathways, we have clearly stated our goals and mission to include all stakeholders and the required funding to set the foundation at the Jr. High and help facilitate the increase the number of students who are prepared to complete a career technical education pathway.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$199,741.00
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	\$565,171.00

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	\$162,230.00
Title II	\$12,508.00
Title III	\$13,000.00
Title IV	\$11,310.00
Title III Immigrant	\$693.00
Federal Special Ed	\$34,264.00

Subtotal of additional federal funds included for this school: \$234,005.00

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 (\$)
Adult Education	\$10,000.00
LCAP	\$61,224.00
LCFF	\$29,000.00
Other	\$58,500.00

Subtotal of state or local funds included for this school: \$158,724.00

Total of federal, state, and/or local funds for this school: \$565,171.00

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
Unrest Lottery	37,039.00	0
Title I	162,230.00	0
Title II	12,508.00	0
Title III	13,000.00	0
Other	50,000.00	0
LCFF	504,630.00	0

Expenditures by Funding Source

Funding Source	Amount
Adult Education	10,000.00
LCAP	61,224.00
LCFF	29,000.00
Other	58,500.00
Title I	162,230.00
Title II	12,508.00
Title III	13,000.00
Title III Immigrant	693.00
Title IV	11,310.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	40,000.00
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	29,630.00
4000-4999: Books And Supplies	119,531.00

5000-5999: Services And Other Operating Expenditures	69,410.00
5800: Professional/Consulting Services And Operating Expenditures	122,937.00
5900: Communications	7,500.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures		4,000.00
None Specified	Adult Education	10,000.00
2000-2999: Classified Personnel Salaries	LCAP	29,630.00
4000-4999: Books And Supplies	LCAP	2,594.00
5000-5999: Services And Other Operating Expenditures	LCAP	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	18,000.00
0001-0999: Unrestricted: Locally Defined	LCFF	20,000.00
4000-4999: Books And Supplies	LCFF	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
5900: Communications	LCFF	500.00
0001-0999: Unrestricted: Locally Defined	Other	20,000.00
5000-5999: Services And Other Operating Expenditures	Other	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	20,000.00
5900: Communications	Other	500.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	108,437.00
5000-5999: Services And Other Operating Expenditures	Title I	28,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	52,000.00

5900: Communications	Title I	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	6,937.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	13,000.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant	693.00
4000-4999: Books And Supplies	Title IV	1,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	6,310.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,374.00
Goal 2	89,470.00
Goal 3	43,760.00
Goal 4	114,404.00

School Site Council Membership

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

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

Name of Members	Role
Manuel Mendez	Principal
Emiliano Moran	Other School Staff
Julie McIntosh	Other School Staff
Berenice Macias	Other School Staff
Leslie Stewart	Classroom Teacher
Anna Grimm	Classroom Teacher Other School Staff
Maribel Buenrostro	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



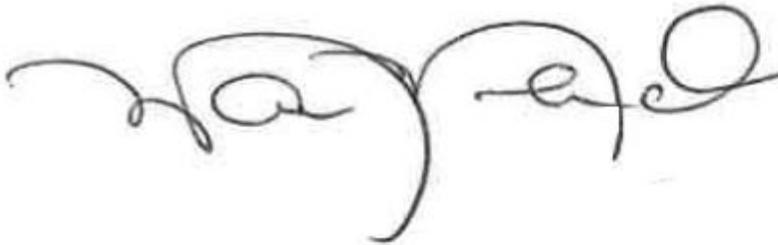
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 27, 2020.

Attested:



Principal, Manuel Mendez on 10-27-2020



SSC Chairperson, Maribel Buenrostro on 10-27-2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019