

School Year: **2018-19**

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Farmersville High School
Address	631 E. Walnut Farmersville, CA, 93223
County-District-School (CDS) Code	54-75325-5430210
Principal	Lisa Whitworth
District Name	Farmerville Unified School District
SPSA Revision Date	October 29, 2018
Schoolsite Council (SSC) Approval Date	October 29, 2018
Local Board Approval Date	November 13, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

VISION:

FHS will be an exemplary 21st Century learning community that fosters the academic and social development of every student.

MISSION:

The mission of Farmersville High School is to educate all students in a safe, nurturing, and challenging environment that empowers students to become well rounded individuals who are prepared to achieve college and career goals. FHS will provide students with opportunities to demonstrate honesty, effectiveness, accountability, respect, and thoughtfulness in their pursuit of personal and academic goals.

School Profile

Farmersville High School, a six-year WASC accredited school, is located on the southeast side of the town of Farmersville, six miles east of Visalia and three miles west of Exeter. Located in California's San Joaquin Valley, Farmersville is an agriculturally based community of approximately 10,000 people nestled at the foot of the Sierra Nevada Mountains. Farmersville is located in Tulare County, which has diverse cultures and economic levels. The median household income is about \$27,682. Farmersville is a quiet and relatively safe place to live with the violent crime rate being just 5.4 per 1,000 people. The city is small, covering just 1.9 square miles. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and other events. Currently, FHS is serving 720 students in grades nine through twelve, and is the only comprehensive high school in the district of six schools.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The involvement for the SPSA included input from leadership, staff, parents, and committees. This process started at the end of the 2017-2018 school and continued into the current year. Input was solicited in meetings and through surveys. An evaluation of the previous plan was conducted and data input was used to assess the effectiveness of that plan. A needs analysis was conducted and used to guide the development of this plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	0.29%	2	2	2
African American	0.3%	0.3%	0%	2	2	0
Asian	0.1%	0.1%	0.58%	1	1	4
Filipino	0.0%	0.1%	0.15%	0	1	1
Hispanic/Latino	94.9%	95.3%	95.34%	711	690	655
Pacific Islander	0.1%	0.1%	0%	1	1	0
White	4.3%	3.7%	3.64%	32	27	25
Multiple/No Response	0.0%	0.0%	0%	0	0	0
Total Enrollment				749	724	687

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9	194	165	189
Grade 10	202	194	164
Grade 11	182	191	171
Grade 12	171	174	163
Total Enrollment	749	724	687

Conclusions based on this data:

1. Overall student enrollment has shown a small decline.

2. In 2017-2018 our largest class were 9th graders.
3. Our largest sub-group are our Hispanic/Latino students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	160	165	157	21.4%	22.8%	22.9%
Fluent English Proficient (FEP)	8	29	13	6.2%	18.1%	7.9%
Reclassified Fluent English Proficient (RFEP)	416	385	373	55.5%	53.2%	54.3%

Conclusions based on this data:

1. Our English Learner enrollment is relatively stable.
2. Our largest sub-group are our Reclassified Students.
3. 54.3% of our student body are Reclassified Fluent English Proficient.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	176	181	169	172	176	166	171	176	166	97.7	97.2	98.2
All Grades	176	181	169	172	176	166	171	176	166	97.7	97.2	98.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2565.	2540.	2593.	16	3.41	16.27	28	30.11	43.37	32	38.64	25.30	25	27.84	15.06
All Grades	N/A	N/A	N/A	16	3.41	16.27	28	30.11	43.37	32	38.64	25.30	25	27.84	15.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	21	10.23	25.30	54	52.84	54.22	25	36.93	20.48
All Grades	21	10.23	25.30	54	52.84	54.22	25	36.93	20.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	9.66	25.30	51	57.39	55.42	28	32.95	19.28
All Grades	20	9.66	25.30	51	57.39	55.42	28	32.95	19.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	5.68	19.88	64	67.61	66.87	20	26.70	13.25
All Grades	16	5.68	19.88	64	67.61	66.87	20	26.70	13.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	27	13.64	27.11	49	56.82	59.64	24	29.55	13.25
All Grades	27	13.64	27.11	49	56.82	59.64	24	29.55	13.25

Conclusions based on this data:

1. 59.64% of our 11th graders met or exceeded standards in ELA.
2. The percent of students not meeting standards in ELA decreased by 12.78%.
3. FHS increased the number of 11th grade students tested.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	175	181	169	169	174	168	167	174	168	96.6	96.1	99.4
All Grades	175	181	169	169	174	168	167	174	168	96.6	96.1	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2506.	2480.	2496.	1	0.00	0.00	11	4.02	7.74	23	20.11	23.81	65	75.86	68.45
All Grades	N/A	N/A	N/A	1	0.00	0.00	11	4.02	7.74	23	20.11	23.81	65	75.86	68.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	1.15	2.98	22	15.52	19.64	74	83.33	77.38
All Grades	5	1.15	2.98	22	15.52	19.64	74	83.33	77.38

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	2.30	2.98	48	28.16	42.26	48	69.54	54.76
All Grades	4	2.30	2.98	48	28.16	42.26	48	69.54	54.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	1.15	1.79	51	51.15	52.38	44	47.70	45.83
All Grades	5	1.15	1.79	51	51.15	52.38	44	47.70	45.83

Conclusions based on this data:

- 7.74% of our students met standards in mathematics.
- Communicating Reasoning is our strongest strand in mathematics.
- 99.4% of our students took the CAASPP mathematics assessment.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1520.3	1515.9	1524.1	44
Grade 10	1508.8	1494.9	1522.0	39
Grade 11	1513.0	1507.2	1518.5	28
Grade 12	1514.0	1501.1	1526.4	25
All Grades				136

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	12	27.27	*	*	15	34.09	44
Grade 10	*	*	11	28.21	14	35.90	12	30.77	39
Grade 11	*	*	*	*	*	*	*	*	28
Grade 12	*	*	*	*	*	*	*	*	25
All Grades	13	9.56	41	30.15	42	30.88	40	29.41	136

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	17	38.64	*	*	12	27.27	*	*	44
Grade 10	*	*	12	30.77	12	30.77	*	*	39
Grade 11	*	*	*	*	*	*	*	*	28
Grade 12	*	*	11	44.00	*	*	*	*	25
All Grades	43	31.62	37	27.21	32	23.53	24	17.65	136

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	11	25.00	24	54.55	44
Grade 10	*	*	*	*	*	*	24	61.54	39
Grade 11			*	*	13	46.43	11	39.29	28
Grade 12			*	*	*	*	13	52.00	25
All Grades	*	*	19	13.97	42	30.88	72	52.94	136

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	13	29.55	16	36.36	15	34.09	44
Grade 10	*	*	24	61.54	*	*	39
Grade 11	*	*	13	46.43	*	*	28
Grade 12	*	*	14	56.00	*	*	25
All Grades	27	19.85	67	49.26	42	30.88	136

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	23	52.27	13	29.55	*	*	44
Grade 10	18	46.15	14	35.90	*	*	39
Grade 11	16	57.14	*	*	*	*	28
Grade 12	18	72.00	*	*	*	*	25
All Grades	75	55.15	37	27.21	24	17.65	136

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	13	29.55	29	65.91	44
Grade 10	*	*	*	*	29	74.36	39
Grade 11			*	*	21	75.00	28
Grade 12			*	*	18	72.00	25
All Grades	*	*	34	25.00	97	71.32	136

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	26	59.09	13	29.55	44
Grade 10	*	*	24	61.54	13	33.33	39
Grade 11	*	*	20	71.43	*	*	28
Grade 12	*	*	16	64.00	*	*	25
All Grades	16	11.76	86	63.24	34	25.00	136

Conclusions based on this data:




1. 39.71% of our English Learners are level 3 or 4 in overall language.
2. 52.94% of our English Learners are at level 1 in Written Language.

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3. 71.32% of our English Learners are at the Beginning Level in the Reading Domain.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		3	3
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		3	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. The suspension rate for 2016-2017 included three groups in orange.
2. The Graduation rates are consistently exceeding requirements.
3. English Learner Progress had one group in green.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
Hispanic or Latino	724	94	13%
White	28	7	25%
Total	760	102	13.4%


Conclusions based on this data:

1. The Chronic Absenteeism rate for 2017 - 2018 was 13%.
2. Our White subgroup had the highest absenteeism rate.
3. 94 students were chronically absent.





School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		760	High 6.6%	Increased +1.6%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		760	High 6.6%	Increased +1.6%
English Learners		178	High 9.6%	Increased Significantly +3.9%
Foster Youth		8	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		668	High 7%	Increased +3%
Students with Disabilities		33	Very High 15.2%	Increased Significantly +4.4%
African American		2	*	*
American Indian		2	*	*
Asian		2	*	*
Filipino		1	*	*
Hispanic		724	High 6.5%	Increased +1.6%
Pacific Islander		1	*	*
Two or More Races		0	*	*
White		28	High 7.1%	Declined -1.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. In 2016 - 2017, the suspension rates increased by 1.6%.
2. In 2016 - 2017, students with disabilities had the largest increase with an increase of 4.4%.
3. One subgroup, White, had a 1.2% decline in the suspension rate in 2016 - 2017.




School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		177	High 82.5%	Increased +5.6%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 9.6%	Increased Significantly +3.9%
English Learner Progress (1-12)		High 82.5%	Increased +5.6%
Graduation Rate (9-12)		High 92.2%%	Increased +1.9%
College/Career (9-12)	N/A	Low 23.5%	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. For 2016-2017, the suspension rate for the English Learner subgroup increased 3.9%.
2. For 2016-2017, the graduation rate increased 1.9%.
3. English Learners experienced an overall increase of 5.6% on all indicators.





School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Graduation Rate (9-12)		176	Very High 96.6%	Increased +1.4%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		176	Very High 96.6%	Increased +1.4%
English Learners		51	High 92.2%%	Increased +1.9%
Foster Youth		2	*	*
Homeless		8	*	*
Socioeconomically Disadvantaged		171	Very High 96.5%%	Increased +1.3%
Students with Disabilities		8	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		166	Very High 96.4%%	Increased +1.3%
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		10	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. In 2016-2017 the graduation rate increased 1.4%.
2. The English Learner sub group experienced the largest increase in the graduation rate in 2016 - 2017.
3. In 2016 - 2017, the graduation rate for our Hispanic sub group increased 1.3%.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	176	Medium 35.8%	N/A






This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	176	Medium 35.8%	N/A
English Learners	N/A	51	Low 23.5%	N/A
Foster Youth	N/A	2	*	N/A
Homeless	N/A	8	*	N/A
Socioeconomically Disadvantaged	N/A	171	Medium 36.8%	N/A
Students with Disabilities	N/A	8	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	166	Medium 35.5%	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	10	*	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	166	36.8 points below level 3	-24.2 points
Mathematics (Grade 11)	165	146 points below level 3	-27 points

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. 35.8% of our students met the college/career indicator.
2. 23.5% of our English Learners met the college/career indicator.
3. 36.8% of our socioeconomically disadvantaged students met the college/career indicator.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	76.9%	82.5%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared
Class of 2016	35.8%	35.2%	29%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts 12.5 points below level 3 36.8 points below level 3

Mathematics 119 points below level 3 146 points below level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. English Learner progress increased from 76.9% to 82.5% in 2017.
2. 35.8% of the class of 2016 were prepared on the college/career indicator.
3. The assessment performance results dropped in both Math and English Language Arts in 2017.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	5% (40)	6.6% (50)

Conclusions based on this data:

1. The suspension rate increased 1.6% from 2016 to 2017.
2. There were 40 suspensions in 2015 - 2016.
3. There were 50 suspensions in 2016 - 2017.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017
Graduation	91.8%	96.7%	96.6%










Conclusions based on this data:

1. Academic Engagement has increased with a graduation rate indicator of 96.6% compared to 91.8% in 2015.
2. The graduation rate in 2016 was 96.7%.
3. The graduation rate in 2015 was 91.8%.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Suspension data from 2016 - 2017 indicates that all groups are in the red or orange performance level.

2. Graduation Rates are consistently at the blue or green level for all sub-groups.

3. Our English Learner sub-group has the highest progress.

Goals, Strategies, & Proposed Expenditures

Goal 1

School Goal Statement

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

LCAP Goal

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

Basis for this Goal

WASC Critical Areas for followup #1; Schoolwide Learner Outcomes

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP (ELA)	59.64% of students met or exceed standards in ELA.	Increase the number of students meeting or exceeding standards to 61%.
CAASPP (Mathematics)	7.74% of student met standards in Mathematics.	Increase the number of student meeting or exceeding standards to 10%.
ELPAC	Current Performance Bands.	All English Learners will show 1 performance level of growth.
MDTP Next Course Readiness, Grades, Benchmarks	Baseline year	In Math, 60% of all students will be ready for next course as measured by the MDTP, grades and benchmarks.

Planned Strategies/Activities

Strategy/Activity 1

LCAP 1.1. 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.

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

All staff, administration, academic coaches

Proposed Expenditures for this Strategy/Activity

Amount	15,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.1a Provide professional development in the area of Mathematics
Amount	10,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.1b Math staff will participate in GEAR UP training/program
Amount	25,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.1c Provide an on site math coach for Response to Intervention support with re-engagement strategies
Amount	7,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	1.1d Provide technology and supplemental materials to support program implementation

Strategy/Activity 2

LCAP 1.2. 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 CAASPP assessments

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

ALL staff, administration, coaches

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
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Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.2a Provide professional development in the area of reading, writing, and student engagement
Amount	25,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.2b Provide on site coaching for Response to Intervention support with re-engagement of students
Amount	10,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.2c Identify, measure and target guaranteed standards
Amount	9,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.2d Provide staff development on WRAP (research based engagement) strategies
Amount	12,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	1.2e Provide technology support and supplemental materials

Strategy/Activity 3

LCAP 1.3. Through the implementation of English Language Development (ELD) standards education, we will increase the performance of English Learners one level as measured by ELPAC

Students to be Served by this Strategy/Activity

All English Learners

Timeline

2018-2019

Person(s) Responsible

District Staff/Site Administration, All Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.3a Provide professional development in the area of English Language Development (ELD) and literacy
Amount	4,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.3b Fully implement ELD standards instruction
Amount	5,073.00
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	1.3c Provide supplemental materials for ELD instruction
Amount	1,167.00
Source	Title III Immigrant
Budget Reference	4000-4999: Books And Supplies
Description	1.3d Provide supplemental support and materials for immigrant students

Strategy/Activity 4

LCAP 1.4. Increase to 100 percent the number of teachers teaching with the appropriate credential and certification

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

District Staff/Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.4a Provide TCOE professional development in the area of TIP.

Strategy/Activity 5

LCAP 1.5. The district will maintain 100% of the latest state adopted materials

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

District Staff, Site Administration, Department Chairs

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.5a Provide professional development and resources in the area of NGSS / STEM, and literacy
Amount	5,000.00
Source	LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide professional development /resources in the area of NGSS / STEM, and literacy
Amount	7,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.5b Vertically align curriculum and standards with new adoptions
Amount	6,788.00
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Provide additional materials and support for NGSS / STEM integration and alignment

Strategy/Activity 6

LCAP 1.6. Increase K- 12 reading levels of students reading below grade level by 1 year as measured by STAR/AR, High Point, Imagine Learning

Students to be Served by this Strategy/Activity

All students

Timeline

2018/19

Person(s) Responsible

District/Principal/All staff

Proposed Expenditures for this Strategy/Activity

Amount	25,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	1.6a STAR / Accelerated Reader Program (AR)
Amount	20,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	1.6b Purchase additional AR Books to support students
Amount	4,500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	1.6c Implement a student recognition program to promote literacy goals

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

District/Principal/Department Chairs, PLC leads

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	1.7a Provide PLC training and support
Amount	10,000.00

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.7b Provide core teachers with time for data analysis and RTI implementation/tracking

Goals, Strategies, & Proposed Expenditures

Goal 2

School Goal Statement

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

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.

Basis for this Goal

WASC critical area for followup 2.

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

LCAP 2.1. Increase student attendance TK-12

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

District Staff/Site Administration/Attendance Clerk

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	2.1a Start on Time Program Training
Amount	1,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	2.1b Coordinate After School Program with the regular day program to create opportunities for attendance recovery

Strategy/Activity 2

LCAP 2.2. Increase high school graduation rates

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

District Staff/Site Administration/All Staff

Proposed Expenditures for this Strategy/Activity

Amount	15,000.00
Source	LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	2.2a Provide Teaching Fellows classroom interventions and support for English Learners
Amount	15,000.00
Source	LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	2.2b Provide college field trips and exploration opportunities
Amount	8,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	2.2c Provide programs and supplemental materials to support credit recovery

Strategy/Activity 3

LCAP 2.3. Decrease chronic student absenteeism across the district

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

District/Site Administration/All staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	2.3a Provide individualized planning and support for at risk students
Amount	1,500.00
Source	Title I
Budget Reference	5900: Communications
Description	2.3b Communicate all policies and procedures to families
Amount	3,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	2.3c Provide opportunities for attendance recovery

Strategy/Activity 4

LCAP 2.4. Reduce student suspension rates across the district

Students to be Served by this Strategy/Activity

All students

Timeline

2018 - 2019

Person(s) Responsible

District/Site Administration/All staff

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	Title IV

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	2.4a Provide professional development/training in the area of PBIS/ MTSS
Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	2.4b Continue implementation of MTSS/PBIS services
Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	2.4c Provide student recognition for students meeting requirements

Strategy/Activity 5

LCAP 2.5. Decrease student expulsion rates across the district

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

District Staff, Site Administration, Campus Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	Title IV
Budget Reference	4000-4999: Books And Supplies
Description	2.5a Provide Second Step / School Connections resources and integrate into school program
Amount	20,000.00
Source	LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2.5b Provide support through Campus Supervisors
Amount	3,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

2.5c Provide training and coordination with outside agencies and resources for counseling and intervention programs

Strategy/Activity 6

LCAP 2.6. Decrease student dropout rates

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

District Staff/Site Administration/All Staff

Proposed Expenditures for this Strategy/Activity

Amount	30,000.00
Source	LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2.6a Provide outreach services to at risk students and families via Community Liaison services
Amount	5,000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	2.6b Provide training for staff on engagement strategies for at risk learners
Amount	20,000.00
Source	ASSETS
Budget Reference	4000-4999: Books And Supplies
Description	2.6c Provide coordinated after school programs and services to students

Strategy/Activity 7

LCAP 2.7. Ensure that school receives a passing score on Facilities / Safety Compliance Report

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	2.7a Coordinate site needs with MOT staff
Amount	3,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	2.7b Provide student training and recognition for students meeting Student Learner Outcomes

Goals, Strategies, & Proposed Expenditures

Goal 3

School Goal Statement

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

LCAP Goal

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

Basis for this Goal

WASC critical area for followup: 1

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

LCAP 3.1. 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

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

District/Site Administration/Site Staff

Proposed Expenditures for this Strategy/Activity

Amount	11,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	3.1a Provide PIQE parent training and support

Amount	0
Source	Adult Education
Description	3.1b Provide Adult Education ESL / Diploma classes (VUSD)
Amount	3,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	3.1c Increase parent communication with fliers and newsletters

Strategy/Activity 2

LCAP 3.2. Provide parent education courses (minimum of 2) for the purpose of understanding the use of technology, CCSS and English-As-A-Second-Language

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

District/Site Administration/Counselors/Outreach Consultant

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title III Immigrant
Budget Reference	4000-4999: Books And Supplies
Description	3.2a Provide family literacy events
Amount	19,000.00
Source	ASSETS
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	3.2b Implement Family Literacy classes through Parent Empowerment Program

Goals, Strategies, & Proposed Expenditures

Goal 4

School Goal Statement

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

LCAP Goal

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

Basis for this Goal

WASC Critical Area for Followup: 2, 5, 7

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

LCAP 4.1. Increase the number of all students, including unduplicated and special needs who are college and career ready

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

District/Site Administration/Department Chairs

Proposed Expenditures for this Strategy/Activity

Amount	4,310.00
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	4.1a Provide GATE / Honors materials and resources

Amount	19,000.00
Source	ASSETS
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	4.1b Provide extended learning opportunities/college visits/career exploration
Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	4.1c Provide additional supplemental materials
Amount	2,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	4.1d All students will receive individual counseling and develop a 10 year plan

Strategy/Activity 2

LCAP 4.2 Increase the percentage of all students, including unduplicated and special needs who score a 3 or higher on Advanced Placement exams

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

District Administration, Site Administration, Department Chairs, AP teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	4.2a Provide supplemental materials to support student achievement
Amount	5,000.00
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	4.2b Provide training and support for AP teachers

Amount	5,000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	4.2c Provide extended day / extended year/ bridge classes for AP students

Strategy/Activity 3

LCAP 4.5 Increase the percentage of all students, including unduplicated and special needs who complete at least one Career Educational Technical Pathway

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

District Administration/Site Administration/All staff

Proposed Expenditures for this Strategy/Activity

Amount	50,000.00
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	4.5a Provide support materials for CTE programs

Amount	5,000.00
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	4.5b Provide staff development for pathway/CTE staff

Amount	3,000.00
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	4.5c Provide professional development for counseling department in the area of career counseling

Goals, Strategies, & Proposed Expenditures

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student performance will show annual achievement increase towards proficient level or above on locally developed assessments and the California Assessment of Student Performance (CAASPP) and CELDT performance	Students will demonstrate annual achievement by increasing performance on CAASPP and CELDT assessments.	The percentage of students achieving at standards met, standards exceeded" in Mathematics has increased by 4% as measured by the Smarter Balance Assessment. The percentage of students achieving at standards met, standards exceeded" in English has increased by 25% as measured by the Smarter Balance Assessment

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
A1: Identify, define and implement consistent and effective instructional strategies, tools, supplemental materials and routines that support students accessing core curriculum.	FHS identified, defined and implemented consistent and effective instructional strategies, tools, supplemental materials and routines that supported students accessing core curriculum.	5800: Professional/Consulting Services And Operating Expenditures Title II 2084	5800: Professional/Consulting Services And Operating Expenditures Title II 2084
		4000-4999: Books And Supplies Title I 4000	4000-4999: Books And Supplies Title I 4000
		5800: Professional/Consulting Services And Operating Expenditures Title I 4000	5800: Professional/Consulting Services And Operating Expenditures Title I 4000
Revise CFUs/benchmarks and use to monitor student progress.	Revision of CFUs/benchmarks completed in ELA and Math. Additional work needed in Social Sciences and Science.	5800: Professional/Consulting Services And Operating Expenditures Title I 1000	5800: Professional/Consulting Services And Operating Expenditures Title I 1000
		4000-4999: Books And Supplies Title I 1000	4000-4999: Books And Supplies Title I 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide coaching/training and extended learning opportunities to support instruction for all learners.	Through late start days, coaching and extended learning opportunities were provided for core teachers. Full time academic coach is in place.	5800: Professional/Consulting Services And Operating Expenditures Title II 3000 1000-1999: Certificated Personnel Salaries LCFF 80000 4000-4999: Books And Supplies Title I 21000	5800: Professional/Consulting Services And Operating Expenditures Title II 3000 1000-1999: Certificated Personnel Salaries LCFF 80000 4000-4999: Books And Supplies Title I 21000
Clarify and refine a response to intervention (RTI) program that provides targeted assistance to at risk students.	Response to intervention launched in ELA and ELD. Targeted assistance included individualized tutoring, opportunities for re-introducing standards, peer tutoring, and after school tutorials.	1000-1999: Certificated Personnel Salaries Title I 20000 2000-2999: Classified Personnel Salaries ASSETS 20000	1000-1999: Certificated Personnel Salaries Title I 20000 2000-2999: Classified Personnel Salaries ASSETS 20000
Provide coaching/training and supplemental materials to support instruction for all learners.	FHS provided coaching/training to all staff and supplemental materials to support instruction for all learners.	5800: Professional/Consulting Services And Operating Expenditures Title I 2000 4000-4999: Books And Supplies Title I 15000	5800: Professional/Consulting Services And Operating Expenditures Title I 2000 4000-4999: Books And Supplies Title I 15000
Train and coach staff on effective engagement strategies to engage students in high impact activities related to reading, writing and academic performance.	Staff development included targeted and focused training on high engagement strategies to increase student opportunities for reading, writing, speaking, and problem solving. Coaching was provided by TCOE and on site staff to support implementation.	5800: Professional/Consulting Services And Operating Expenditures Title II 5000 4000-4999: Books And Supplies Title I 7000	5800: Professional/Consulting Services And Operating Expenditures Title II 5000 4000-4999: Books And Supplies Title I 7000
Provide targeted assistance and supplemental support materials for English Learners to meet standards.	Title 3 and Title 1 funds used to provide supplemental materials and a class library.	1000-1999: Certificated Personnel Salaries Other 80000 4000-4999: Books And Supplies Title I 10000 5000-5999: Services And Other Operating Expenditures Title III 22810	1000-1999: Certificated Personnel Salaries Other 80000 4000-4999: Books And Supplies Title I 10000 5000-5999: Services And Other Operating Expenditures Title III 22810

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide training on Writing, reading and strategies to increase academic performance of EL students.	Staff development included targeted and focused training on high engagement, research supported strategies to increase student opportunities for reading, writing, speaking, and problem solving.	5800: Professional/Consulting Services And Operating Expenditures Title II 4000	5800: Professional/Consulting Services And Operating Expenditures Title II 4000
Provide supplemental materials to support English learners in attaining proficiency in all CORE areas.	Supplemental materials in math, history, science and electives were purchased to support English Learners. This included the purchase of additional computer carts, leveled books, and manipulatives.	4000-4999: Books And Supplies Title I 10000	4000-4999: Books And Supplies Title I 10000
Provide relative and appropriate professional development and mentoring to ensure that all staff are trained.	Staff participated in a training and feedback cycle to ensure that site based professional development was tailored to meet the needs of individual staff members.	5800: Professional/Consulting Services And Operating Expenditures Title II 1000	5800: Professional/Consulting Services And Operating Expenditures Title II 1000
Provide staff training/coaching and access to conferences that support full implementation of adopted materials.	Provided training for all staff.	5800: Professional/Consulting Services And Operating Expenditures Title II 2000	5800: Professional/Consulting Services And Operating Expenditures Title II 2000
Revise benchmarks and CFUs to align with new curriculum.	AR was launched in January.	1000-1999: Certificated Personnel Salaries Title II 2000	1000-1999: Certificated Personnel Salaries Title II 2000
Implement a reading intervention program (AR).	Classroom visits are used to monitor implementation of strategies. Visits were conducted by site staff, TCOE coach, and district office staff in partnership.	1000-1999: Certificated Personnel Salaries Title II 25000	1000-1999: Certificated Personnel Salaries Title II 25000
Implement and monitor strategies that promote literacy in all classes	All staff received a copy of and overview of ELD standards.	5800: Professional/Consulting Services And Operating Expenditures Other 20000	5800: Professional/Consulting Services And Operating Expenditures Other 20000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Title I 10000	4000-4999: Books And Supplies Title I 10000
Train all staff on the ELD standards.	Staff development included targeted and focused training on high engagement strategies to increase student opportunities for reading, writing, speaking, and problem solving.	4000-4999: Books And Supplies Title I 1000	4000-4999: Books And Supplies Title I 1000
Train staff on effective strategies to engage English Learners in content areas.	All English Learners receive designated English Language Development by language levels. Targeted assistance has been fully implemented and includes one on one goal setting, counseling and monitoring.	4000-4999: Books And Supplies Title I 1000	4000-4999: Books And Supplies Title I 1000

Analysis

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

Through the implementation of content/ performance standards education, we increased the percentage of students achieving at "standards met, standards exceeded" as measured by the SBAC assessment. FHS provided coaching, training, and extended learning opportunities to support instruction for all learners. We identified, defined, and implemented consistent and effective instructional routines that supported students accessing core curriculum. We trained and coached staff on effective engagement strategies to engage students in high impact activities related to reading, writing, and academic performance. Targeted assistance was provided and supplemental materials were purchased for English Language Learners to meet standards. The entire staff received training on writing, reading and strategies to increase the academic performance of EL students. Through our feedback cycle, we provided relative and appropriate professional development, support and mentoring for all staff to ensure that all staff were prepared to address the needs of students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies used have proven effective as evidenced by increased SBAC scores. The percentage of students achieving at standards met, standards exceeded" in Mathematics has increased by 4% as measured by the Smarter Balance Assessment. The percentage of students achieving at standards met, standards exceeded" in English has increased by 25% as measured by the Smarter Balance Assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our plan for expenditures did not differ significantly from our actual expenditures.

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.

We will refine our RTI/MTSS model and provide additional coaching (Goal 1, 1.1c and 1.2b)

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Decrease suspension rates, improve student attendance, and increase graduation rates	Decrease suspension rates, improve student attendance, higher graduation rate	Suspensions were decreased from 67 to 31 in 2018. The graduation rate increased to 96.6. Truancy went from 415 to 205 students in 2018.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fully implement Student Learner Outcomes.	Promoted and taught Student Learner Outcomes in a variety of ways.	4000-4999: Books And Supplies Title I 500	4000-4999: Books And Supplies Title I 500
Expand supports to students including incentives, academic support (ASSETS) and recognition.	Implemented Student Learner Outcomes and expanded supports to students including incentives, academic support (ASSETS) and recognition.	4000-4999: Books And Supplies Title I 6000	4000-4999: Books And Supplies Title I 6000
Provide individualized counseling, planning and goal setting for at risk students.	Provided individualized counseling, planning and goal setting for at risk students through the use of Outreach Consultant and counseling staff.	4000-4999: Books And Supplies Title I 1000	4000-4999: Books And Supplies Title I 1000
A4: Provide information and training to parents to increase knowledge and participation in the educational process.	Provided information and training to parents to increase knowledge and participation in the educational process through Parent Empowerment Program and Family Literacy events.	5800: Professional/Consulting Services And Operating Expenditures Other 20000	5800: Professional/Consulting Services And Operating Expenditures Other 20000
Provide individualized counseling, planning and	FHS counseling staff provided individualized counseling, planning and	1000-1999: Certificated Personnel Salaries LCFF 80000	1000-1999: Certificated Personnel Salaries LCFF 80000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
goal setting for at risk students.	goal setting for at risk students.		
Provide mentoring and enrichment opportunities to support student connectedness to school.	FHS expanded mentoring and enrichment opportunities to support student connectedness to school with an increase in enrichment and elective classes.	2000-2999: Classified Personnel Salaries LCFF 30000	2000-2999: Classified Personnel Salaries LCFF 30000
Increase out of school opportunities to connect students to learning.	FHS increased and expanded the after school program. We also expanded field trips and participation in CTE events.	5800: Professional/Consulting Services And Operating Expenditures Other 25000	5800: Professional/Consulting Services And Operating Expenditures Other 25000
Fully implement RTI and CHAMPS.	FHS fully implemented RTI in English and CHAMPS utilizing coaching and training. MTSS/RTI launched school wide.	5800: Professional/Consulting Services And Operating Expenditures LCFF 20000	5800: Professional/Consulting Services And Operating Expenditures LCFF 20000
Support student achievement of Student Learner Outcomes through incentive programs and after school programs.	Supported student achievement of Student Learner Outcomes through incentives and after school programs.	5000-5999: Services And Other Operating Expenditures Title I 5000	5000-5999: Services And Other Operating Expenditures Title I 5000
Promote Student Learner Outcomes in all aspects of school programs.	All staff promoted Student Learner Outcomes in all aspects of school programs including classroom expectations, school events, and course requirements.	4000-4999: Books And Supplies Title I 4000	4000-4999: Books And Supplies Title I 4000
Strengthen parent partnerships to support education and involvement of parents.	FHS strengthened parent partnerships to support education and involvement of parents through Parent Empowerment program and Family Literacy events which were expanded to include	4000-4999: Books And Supplies Title I 5501	4000-4999: Books And Supplies Title I 5501
		5800: Professional/Consulting Services And Operating Expenditures LCFF 5000	5800: Professional/Consulting Services And Operating Expenditures LCFF 5000
		5800: Professional/Consulting Services And Operating Expenditures Title I 1000	5800: Professional/Consulting Services And Operating Expenditures Title I 1000
		4000-4999: Books And Supplies Title I 2000	4000-4999: Books And Supplies Title I 2000
		5800: Professional/Consulting Services And Operating Expenditures Title I 1000	5800: Professional/Consulting Services And Operating Expenditures Title I 1000
		4000-4999: Books And Supplies Title I 2000	4000-4999: Books And Supplies Title I 2000
		5000-5999: Services And Other Operating Expenditures Other 20000	5000-5999: Services And Other Operating Expenditures Other 20000
		2000-2999: Classified Personnel Salaries LCFF 25000	2000-2999: Classified Personnel Salaries LCFF 25000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Lunch on the Lawn Fairs, Parent Portal Nights, and Adult School classes on site.		
Expand opportunities for individualized educational planning.	The FHS counseling and support staff expanded opportunities for individualized educational planning through individual meetings, class presentations, and extended day sessions.	1000-1999: Certificated Personnel Salaries LCFF 80000	1000-1999: Certificated Personnel Salaries LCFF 80000
		4000-4999: Books And Supplies Other 12000	4000-4999: Books And Supplies Other 12000
Monitor facility needs and coordinate with facility staff.	Monitored facility daily and coordinated with facility staff.	5900: Communications Title I 100	5900: Communications Title I 100
Promote and teach Student Learner Outcomes.		4000-4999: Books And Supplies Title I 1200	4000-4999: Books And Supplies Title I 1200

Analysis

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

FHS implemented Student Learner Outcomes, expanded supports to students including incentives, academic support (ASSETS) and recognition. We provided information and training to parents to increase knowledge and participation in the educational process. Individual counseling, planning, and goal setting for at risk students was provided. FHS provided mentoring and enrichment opportunities to support student connections to school. We increased out of school opportunities to connect students to learning. FHS developed a MTSS and RTI framework for support. We supported student achievement of Student Learner Outcomes through incentive programs and after school programs. We have strengthened parent partnerships to support education and involvement of parents by adding additional opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students have learned and can explain and consistently model Student Learner Outcomes. Attendance, suspension rates, and graduation rates have shown improvement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed and Actual expenditures did not vary significantly.

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.

We will focus on improvement of attendance percents and truancy with specialized programs. Goal 2, 2.1a

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent sign in sheets and documentation.	Increase parent involvement.	Our parent involvement increased to 120 average participation.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent education via the Parent Empowerment Program.	Engaged parents with the Parent Empowerment Program through UC Merced.	4000-4999: Books And Supplies Title I 2000 5800: Professional/Consulting Services And Operating Expenditures Other 20000	4000-4999: Books And Supplies Title I 2000 5800: Professional/Consulting Services And Operating Expenditures Other 20000
Provide parent training and information on specific school related supports including the portal, FAFSA, ASSETS. activities, and scholarships.	Provided parent training and information on specific school related supports including the Parent Portal, FAFSA, ASSETS, activities, and scholarships.	2000-2999: Classified Personnel Salaries LCFF 25000 4000-4999: Books And Supplies Title I 1000	2000-2999: Classified Personnel Salaries LCFF 25000 4000-4999: Books And Supplies Title I 1000
Offer Jump Into English classes for parents.	Provided time for teacher collaboration to locate, evaluate, and organize materials for integrated units.	4000-4999: Books And Supplies Title I 1200	4000-4999: Books And Supplies Title I 1200
Offer Parent Empowerment Classes for parents.	Offered Jump into English classes for parents, cancelled due to lack of enrollment.	5800: Professional/Consulting Services And Operating Expenditures Other 20000 4000-4999: Books And Supplies Title I 1000	5800: Professional/Consulting Services And Operating Expenditures Other 20000 4000-4999: Books And Supplies Title I 1000

Analysis

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

We increased parent engagement with the addition of parent events/opportunities. We provided parent education via the Parent Empowerment Program. We provided parent training and information on specific school related supports including the Parent Portal, FAFSA, ASSETS, activities, A-G, and scholarships.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student results have increased on the CAASPP. Student attendance and truancy have improved. Our parent participation measure increased to an average of 120 parents per event.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed and actual expenditures.

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

FHS has established a new goal to increase parent involvement to an average of 150 parents per event. We will increase communication with fliers and newsletters. Goal 3, 3.1c

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
College/Career Indicator	Baseline Year	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Expand and refine CTE programs to include integrated curriculum and training for staff.	Expanded and refined CTE programs to include integrated curriculum and training for staff.	4000-4999: Books And Supplies Title I 4000	4000-4999: Books And Supplies Title I 4000
		5800: Professional/Consulting Services And Operating Expenditures Title I 2000	5800: Professional/Consulting Services And Operating Expenditures Title I 2000
		5800: Professional/Consulting Services And Operating Expenditures Title II 8660	5800: Professional/Consulting Services And Operating Expenditures Title II 8660
Provide experiences/trips that allow for real life experiences in pathways and extended day opportunities.	Provided experiences and trips that allow for real life experiences in pathways and expanded day opportunities.	5800: Professional/Consulting Services And Operating Expenditures LCFF 20000	5800: Professional/Consulting Services And Operating Expenditures LCFF 20000
Refine and communicate AVID, UC Merced Talent Search, AP, and TRIO program goals.	Refined and communicated AVID, Merced Talent Search, AP, and Trio program goals.	4000-4999: Books And Supplies Title I 4000	4000-4999: Books And Supplies Title I 4000
Fully implement newly adopted materials in ELA and Math.	Implemented newly adopted materials in English and Math.	5800: Professional/Consulting Services And Operating Expenditures Title II 2000	5800: Professional/Consulting Services And Operating Expenditures Title II 2000
		5800: Professional/Consulting Services And Operating Expenditures Title I 2000	5800: Professional/Consulting Services And Operating Expenditures Title I 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Comprehensive staff development on Writing, reading, and high engagement strategies to support literacy and technology use.	Provided comprehensive staff development on writing, reading, and high engagement strategies to support literacy and technology use.	5800: Professional/Consulting Services And Operating Expenditures Title I 15000	5800: Professional/Consulting Services And Operating Expenditures Title I 15000
		5800: Professional/Consulting Services And Operating Expenditures Title II 2000	5800: Professional/Consulting Services And Operating Expenditures Title II 2000
Revise and align CFUs and benchmarks.	Revised and aligned CFUs and benchmarks.	5800: Professional/Consulting Services And Operating Expenditures Title I 1000	5800: Professional/Consulting Services And Operating Expenditures Title I 1000
Fully implement newly adopted materials	Implemented newly adopted materials including Study Sync.	5800: Professional/Consulting Services And Operating Expenditures Title II 2000	5800: Professional/Consulting Services And Operating Expenditures Title II 2000
		5800: Professional/Consulting Services And Operating Expenditures Title I 2000	5800: Professional/Consulting Services And Operating Expenditures Title I 2000
Revise and align CFUs and benchmarks	Revised and aligned CFUs and benchmarks.	5800: Professional/Consulting Services And Operating Expenditures Title I 1000	5800: Professional/Consulting Services And Operating Expenditures Title I 1000
Comprehensive staff development on Writing, reading, and high engagement strategies to support literacy.	Provided comprehensive staff development on writing, reading, and high engagement strategies to support literacy, with strategies based on WRAP.	5800: Professional/Consulting Services And Operating Expenditures Title I 2000	5800: Professional/Consulting Services And Operating Expenditures Title I 2000
		5800: Professional/Consulting Services And Operating Expenditures Title II 2000	5800: Professional/Consulting Services And Operating Expenditures Title II 2000
Provide training for AP Teachers, Re: AP Institute, College Board	Provided AP training from College Board. Expanded learning opportunities and partnerships for AP students and AP programs.	5800: Professional/Consulting Services And Operating Expenditures Title II 4000	5800: Professional/Consulting Services And Operating Expenditures Title II 4000
Expand learning opportunities and partnerships for AP	Expanded learning opportunities and partnerships for AP	5800: Professional/Consulting	5800: Professional/Consulting

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students and AP programs.	students and AP Programs.	Services And Operating Expenditures Title I 1000 5800: Professional/Consulting Services And Operating Expenditures Other 2000 1000-1999: Certificated Personnel Salaries LCFF 1500	Services And Operating Expenditures Title I 1000 5800: Professional/Consulting Services And Operating Expenditures Other 2000 1000-1999: Certificated Personnel Salaries LCFF 1500
Provide program tracking and counseling for CTE students.	Provided program tracking and counseling for CTE students.	4000-4999: Books And Supplies Title I 4000	4000-4999: Books And Supplies Title I 4000
Increase opportunities for pathway students to engage in real life experiences.	Increased opportunities for pathway students to engage in real life experiences.	5000-5999: Services And Other Operating Expenditures LCFF 4000	5000-5999: Services And Other Operating Expenditures LCFF 4000

Analysis

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

Expanded and refined CTE programs to include integrated curriculum and training for staff. Provided experiences and trips that allow for real life experiences in pathways and expanded day opportunities. Refined and communicated AVID, Merced Talent Search, AP, and Trio program goals. Student participation in programs increased. Implemented newly adopted materials in English and Math. Provided comprehensive staff development on writing, reading, and high engagement strategies to support literacy and technology use. Provided AP training from College Board. Expanded learning opportunities and partnerships for AP students and AP programs. Provided program tracking and counseling for CTE students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our programs are showing effectiveness with an increase in students in pathways, AVID, and A-G readiness. FHS had 59.64% of our students meet or exceeded standards on the English CAASPP demonstrating college readiness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed and actual expenditures.

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

FHS will increase the number of students that are college and career ready on the college and career indicator to 40% overall. Goal 4 metrics.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	404,501.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	902,460.00

Allocations by Funding Source

Funding Source	Amount	Balance
ASSETS	297,146	0000.00
Title I	347,422.00	0000.00
Title II	34,269.00	0000.00
Title III	2,281.00	0000.00
Unrest Lottery	171,342.00	0000.00
Other	50,000.00	0000.00

SPSA Year: 2018-19

Expenditures by Funding Source

Funding Source	Amount
Adult Education	0000.00
ASSETS	295,000.00
LCAP	925,532.00
Other	3,000.00
Title I	280,691.00
Title II	25,211.00
Title III	5,075.00
Title III Immigrant	1,167.00
Title IV	8,000.00
Unrestricted Lottery	170,568
Ag Incentive	16,204.00
College Readiness Grant	66,402.00
Federal Special Ed.	31,579.00
Perkins	33,514
Pfizer Grant	1,687.00
State Special Ed.	124,144.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	65,000.00
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	177,338.00
5000-5999: Services And Other Operating Expenditures	59,000.00
5800: Professional/Consulting Services And Operating Expenditures	167,000.00
5900: Communications	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Adult Education	0.00
4000-4999: Books And Supplies	ASSETS	20,000.00
5000-5999: Services And Other Operating Expenditures	ASSETS	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	ASSETS	19,000.00
2000-2999: Classified Personnel Salaries	LCAP	50,000.00
4000-4999: Books And Supplies	LCAP	65,598.00
5000-5999: Services And Other Operating Expenditures	LCAP	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	65,000.00
4000-4999: Books And Supplies	Title I	80,500.00
5000-5999: Services And Other Operating Expenditures	Title I	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	97,000.00
5900: Communications	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	12,000.00
4000-4999: Books And Supplies	Title III	5,073.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00
4000-4999: Books And Supplies	Title III Immigrant	2,167.00
4000-4999: Books And Supplies	Title IV	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	4,000.00

School Site Council Membership

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

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

Name of Members	Role
Lisa Whitworth	Principal
Nicole Contreras	Other School Staff
Emiliano Moran	Other School Staff
Catalina Iniguez	Classroom Teacher
Marco Aguiniga	Classroom Teacher
Kristin Royer	Classroom Teacher
Effie Romero	Parent or Community Member
Stanley Ochoa	Parent or Community Member
Christina Hernandez	Parent or Community Member
Jordan Minton	Secondary Student
Savannah Gonzalez	Secondary Student
Armando Baldwin	Secondary Student

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 10, 2017.

Attested:

Principal, Lisa Whitworth on 10/29/18

SSC Chairperson, Christina Hernandez on 10/29/18