School Year: **2021-22**

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fullerton Union High School	3066514	11/15/2021	

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
Comprehensive Support and Improvement
Targeted Support and Improvement

The purpose of this plan is to address the needs of our schoolwide program, comprehensive support and improvement and targeted support. This includes increasing opportunities for students to demonstrate critical thinking in all subject areas through the use of effective, researched-based instructional and assessment techniques. In addition, increasing literacy among all subgroups schoolwide through the use of researched-based instructional strategies. And, identifying and participating in professional development; specifically in the areas of Common Core practices, critical thinking, writing and reading, and targeted strategies for underperforming subgroups, and identifying and implementing targeted interventions for underperforming subgroups.

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.

Our plan supports our mission to provide quality curriculum and instruction through a wide range of academic, co-curricular and extracurricular opportunities by which all students may discover their interests and talents, form connections, and move from passive to active participants in the educational community in preparation for responsible, productive adulthood. Every student has the opportunity to be part of rigorous academic courses that will prepare them to succeed in college and careers.

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).

Districtwide, students, parents, teachers, classified staff, administrators, and community members have been surveyed. To provide an overview of input gathering in a historical perspective, it is important to look at surveys that range back to the last accreditation period 6 years ago. In May 2015, students, parents, and staff completed surveys for the WASC review and in Spring, 2018, stakeholders completed the LCAP survey. Also in 2016, parent/guardians, students and staff completed the California Healthy Kids Survey. Seniors began completing an exit survey through Naviance starting in May 2014, just prior to graduation. Teachers surveyed students in each of their classes to obtain feedback on their instruction, and in the fall of 2021, students completed the Student Wellness Survey which is intended to help the school and district identify and address mental health needs. The information from these surveys have allowed staff to provide:
1. Increased guidance to help students identify, monitor, and achieve post-secondary goals while in high school and to help identify and support struggling students through interventions tailored to their needs.
2. Professional development for staff members to implement the CCSS and other State standards. Professional development for staff members to learn and collaborate in ways that will integrate best instructional practices with approved standards.
3. Increased use of technology for students and staff members, specifically technology is used as an instructional tool and learning resource.
4. Increased parental involvement by providing translation in both written and verbal communication. Break down language and cultural barriers with personal contact and through building relationships.
5. Increased students' opportunities by encouraging students to take CTE courses, monitoring A-G completion rate and open access to Honors/AP/IB courses.
6. Focus on critical thinking, college and career-level writing, communication, and practical skills students will need post secondary.
7. Improved school climate by increasing safety training and creating a climate of customer service to students, parents and staff members.

Classroom Observations

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

The administrative team meets with teachers to discuss their goals for the year before the end of September. These goals relate to school and District goals to support student learning and professional growth. For teachers in the evaluation cycle, formal and informal observations occur. The formal observations occur at least one time per semester, for a total of three times per year, with an administrator observing the teacher and conducting a collaborative reflection. Every administrator informally observes 10 teachers weekly so that each teacher receives approximately four or five drop-ins quarter followed with feedback focusing on best practices. Observations are documented on a shared administrative team app to identify and discuss patterns within the instructional program.

By providing immediate and specific feedback to teachers after each observation, teachers are able to reflect on the lesson and apply any recommendations immediately. Observations as an administrative team and Leadership Team have found that as a staff, there is room to grow with developing clear learning objectives and using this to check for understanding. Observations have also provided evidence that many staff members engage students through a variety of instructional strategies to promote learning but we still have room to grow in this area to create a more student centered learning environment.

Teachers on Special Assignment (TOSAs) in math, English, science, a team of digital literacy coaches, and the Strategic Learning Plan (SLP) Group meet individually with teachers to provide one-on-one feedback.

The work begun in Leadership Team with Elevated Achievement Group in 2014 has broadened to the entire teaching staff. 100% of the teachers have participated in Learning Walks allowing teachers to observe each other and best practices at work. This also allows for continued classroom observations by administration and peers. The SLP group was created as a response to the staff finding value in their work with Elevated Achievement Group.

The community also has access to classrooms through school tours to witness the instructional program, which has resumed in person as of Fall of 2021 after being adjusted to the virtual format during 2020 due to COVID.

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)

Departments and curriculum teams use assessment data (i.e. EAP, benchmark grading, and Gates-MacGinitie in English, curriculum team common assessments, district math common benchmarks, and CAASPP scores, each semester as well as CAASPP Interim Assessments) to adjust and modify instruction. For example, the English and math departments are looking at the three-year trend of the EAP test to support students in being conditional or exempt in these content areas to avoid remediation in college. For all students to be college ready, staff review instructional practices to ensure students can demonstrate their learning on standardized tests whether in college preparatory or honors classes.

Assessments also provide guidance to student placement. The EAP helps guide student placement in English and the math assessments in that area. The ELPAC provides additional input for academic placement for new students and information for reclassification. The CAASPP provides data in areas of strength and weakness by strand.

To monitor student progress in English, the Gates-MacGinitie test is used in the spring of 8th grade year as a placement test in order to help identify lower level readers for our READ 180/System 44 courses. ELPAC assessments and reclassification rates are monitored to determine if students are making adequate progress in learning English. A math diagnostic test is given in May of students 8th grade year. Results are used to support proper math placement and identify students in need of additional support. An English diagnostic test is also given the 8th grade year to inform English placement for support classes. Spanish also provides an assessment to 8th graders to help properly place students in one of two language pathways. Science classes use a common lab report format to determine individual and class growth over time.

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

Teachers create common assessments to monitor student progress and instruction. These common assessments vary from summative and formative assessments that range in nature from essays and lab reports to tests and quizzes as well as projects. Teachers analyze the results of these common assessments to reteach as needed and review intervention strategies while also reflecting on their own instructional practices. Math and English teachers utilize performance task data as well to identify areas in need of reteaching and reinforcement.

Teachers utilize ELPAC scores, common assessment data from Illuminate, AP/IB scores, AP release test scores, practice Common Core test scores, and use CAASPP Interim Assessments to monitor student progress and modify instruction based on data analysis.

English and science created a science based benchmark writing prompt to create a cross disciplinary performance task to support student writing across the curriculum. This allows teachers to modify instruction to support student learning while providing more opportunities for transference of learning in the writing process.

A Spanish assessment is given each year to properly place students in the correct Spanish language pathway.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The vast majority of teachers (97%) are highly qualified. A former area of deficiency with a Special Education Mild/Moderate teachers not credentialed in a subject area, was addressed in the 2020-2021 school year by creating a Collaborative model of teaching. In this model, the Special Education teacher provides support services in the classroom, while the core general education teacher delivers instruction in the content area in which they are credentialed.

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

All teachers are provided instructional materials that are standards-based and approved by the District. All teachers have professional development provided by the District in their specific content area and school-based professional development in areas such as Google Applications for Education and Professional Learning Communities. Teachers attend AP/IB training when a course is updated or when a different teacher is assigned to teach an AP or IB course. With the integration of technology, teachers are also attending professional development (i.e. CUE conference, FES technology conference and school site professional development) to support 21st century skills and college and career readiness of students.

In 2014/15, the FUHS Leadership Team partnered with EAG to begin learning walks for the purpose of studying practices and informing professional development. This work continued and expanded over 2015/16 to include all teachers. At the start of the 2015/16 school year, two round table discussions were held to target needs of special education students and students learning English. The 2016/17 school year saw the continuation of this practice. Special education teachers focused on unique needs of individual students. Dennis Parker provided training in language acquisition to FUHS teachers in 2015/16 to reinforce John Hattie's instructional strategies which significantly improved student achievement. 2016/2017 teachers by curricular area were provided training in common core standards specific to their needs and were provided strategies to increase literacy preparation for students in their courses. 20 teachers and the administrative team received one-on-one coaching with a EAG. In the 2017/18 school year a group of teachers got together to create an instructional group that would lead the staff in further schoolwide staff development (SLP Group). This group has lead the staff in developing their instructional practices through the practices taught by EAG Consulting. in the 2018/19 school year Probationary teachers began getting extra support from the site enhanced contract with EAG. This work continues in the 2021-2022 school year.

Teachers engage in professional development that supports the goals of the SPSA and WASC findings and recommendations. Administration supports learning opportunities for teachers that will have an impact on teacher growth and student learning. The digital literacy coaches conduct a variety of trainings involving different technological tools and online platforms.

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

The school and District provides training to staff on Google Applications for Education and a highly effective classroom and instructional practices through such programs as Visible Learning and Elevated Achievement Group(EAG). Other professional needs surmised through staff surveys and discussions led to training on Aeries.net and further training on Illuminate. Staff development has been available to all teachers in content areas related to Next Generation Science Standards (NGSS) or content such as document based questions (DBQs). Faculty members are currently working with EAG to gather data regarding current instructional practices in an effort to improve instruction. Work began in 2014, numerous meetings throughout the 2015/16 school year occurred and more in depth training by department occurred in 2016/17 focused on standards alignment and instructional practices based on standards incorporating literacy in each unit and on a daily basis. In 2017/18, Learning Walks continued, coaching provided by EAG served 20 more teachers and a teacher leader cadre who were trained in strategic learning practices delivered monthly professional development based on teacher needs. In 2018/19 our Student Learning Practice (SLP) team continued to provide peer coaching and mentoring for teacher based on EAG practices. In 2019/20, new teachers will receive 1:1 instructional coaching by EAG. All staff will continue to receive peer coaching and mentoring through our SLP team.

Professional development can also be found within curriculum teams and the sharing of best practices, collaboration on unit and lesson planning and the analysis of sample performance tasks or sample CAASPP tests to support the use of best instructional practices. The digital literacy coaches conduct a variety of trainings involving different technological tools and online platforms.

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

Teachers engage in structured professional development that is conducted by content experts in a variety of areas such as math, English and science. In math, a content expert provides ongoing professional development during the summer and throughout the year for all math teachers. The faculty continues to be involved with EAG to create a deeper understanding of best instructional practices to support student learning. Social science received training in Document Based Questions (DBQ) which is closely aligned to Common Core State Standards. Social science also attended training on the new social science frameworks. Science continues to be involved in ongoing training with Orange County Department of Education regarding the Next Generation Science Standards. Other departments such as culinary and performing arts participate in professional development through their professional organizations, attending conferences regarding how Common Core specifically relates to their curriculum and how they can continue to develop our CTE pathways.

Math and English coaches and Teachers on Special Assignment (TOSAs) in math and English and science have been providing support since 2014/15. In the fall of 2021, more TOSA's were appointed for support in the district, including Social Science, CTE, VAPA and Agriculture. In math, teachers at different schools use release time to meet, review instruction, and receive training. During the 2017/18 school year teacher leaders worked closely with consultants providing focused professional development on a different topic each month. A technology mentor teacher was identified and given release time starting in 2014/15. In 2018/19, a tech coach was hired along with a teacher representative for most of our content areas (Digital Literacy Team). The digital literacy team will continue to support content specific departments into the 2020-2021 school year. This is incredibly valuable given all students received Chromebooks in February, 2017 and staff and students use their device as an academic resource to support instruction. This support has grown to a monthly newsletter, application training specific to the appropriate department and lunch meetings to support competencies. FUHS continues to provide digital literacy coaches in all subject areas for the 2021-2022 school year.

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

Curriculum teams are afforded the opportunity to meet bi-weekly to discuss unit planning, pacing guides, student data and how to support both students who have mastered standards as well as those who struggle. Department leaders meet monthly in District Curriculum teams as well. English teachers articulate regularly with feeder schools. Articulation started in the spring of 2016 with Spanish. The Academy of the Arts articulates with feeder schools through performances and peer teaching. It should be noted that collaboration was limited in 2019-2020 due to COVID.

There is collaboration among and within departments through departmental meetings, curriculum team meetings and Leadership Team meetings.

Teaching and Learning

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

All curriculum, instruction and materials are aligned to content and performance standards as evidenced by pacing guides, syllabi, teacher collaboration, and District curriculum team meetings. Vertical articulation occurs on many levels including administration, content teachers, and staff from feeder schools. Teachers are working with the District to select the appropriate materials to support the curriculum.

The work with EAG is also supporting alignment to CCSS which is providing direction for refinement of curriculum maps and pacing guides.

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

Not applicable

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

Student intervention is a priority at Fullerton Union High School. Built into the master schedule are multiple support classes to provide extended learning in math and English, such as Read 180/System 44 and Math Fundamentals which is Algebra 1 provided over the course of two years. College prep psychology and AP Psychology are taught together to provide students a support system should a student want to change levels. AVID is another support system for students taking college preparatory and honors courses. Study skills is provided for Special Education students. ELD courses are provided to students developing skills in the English language. In 2019/20 we added a READ 180-II course for EL readers as well as a year 2 Read 180 for sophomore students still in need of reading intervention. La Sierra, the continuation high school allows students the ability to recover credits and return to FUHS. ERWC is provided as a course option for students as a student who scores conditional on the EAP but achieves a C or higher in the class moves to ready for college acceptance.

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

All students have been assigned board approved textbooks that are aligned to the content standards. All teachers have access to standards-based instructional materials as well as opportunities to attend related conferences at which they review available standards based instructional materials. Teachers are invited to participate on adoption committees and be a part of textbook selection. Every effort is made to ensure that adopted materials are aligned to state and Common Core standards. Funds have been set aside to purchase new materials that meet Common Core standards as well as 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 teachers use Board adopted, State and Common Core aligned instructional materials for the core courses and reading, English and mathematics intervention classes. All students have the opportunity and open access in regards to Advanced Placement and honors level courses.

Opportunity and Equal Educational Access

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

In order to bridge the gap that exists in student learning, incoming 9th grade students who show deficits in English per their 8th grade teacher recommendations, grades, and test scores are assigned to READ 180. Math students who do not show proficiency on their placement test for Algebra 1, administered before the 9th grade year are assigned to a two year Algebra 1 class or given the opportunity to take a support class during the summer before their freshmen year to go straight into a one year Algebra 1 class. All students have the opportunity to attend after school tutoring which is regularly scheduled with teachers and with AVID tutors. Sports programs offer tutoring assistance and teachers offer individual assistance as needed.

Services are also provided for special education students through their case carriers. For at-risk students such as EL students, Individualized Learning Plans are created and the APSS and family liaison meets with these students individually throughout each semester. 504's and SIT team meetings also support under-performing students' needs.

JumpStart was started in the summer of 2017 for incoming freshmen who were at-risk either socially or academically as identified by their middle school principal or counselor. These students spent two weeks learning about high school, the expectations of high school, how to be a high school student and to set goals for themselves. JumpStart has continued to be an annual summer program for our most at-risk students.

Evidence-based educational practices to raise student achievement

Kahn Academy is used in math classes to support student learning. Additional research-based educational practices used to support academic growth include AVID, READ 180, ERWC, Math 180, ALEKS math support program, Turnitin-Revisions Assistance and open access to higher level classes. EAG's focus on John Hattie's Visible Learning research-based strategies consistently reinforce the importance of utilizing certain instructional strategies as daily practice such as presenting a learning objective as well as encouraging students to self-regulate their progress and set their own improvement targets.

Curriculum teams meet regularly to discuss research-based, highly effective instructional practices and the impact on student learning.

Parental Engagement

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

After school tutoring is available to all students twice a week in the library. Many teachers offer tutoring after school as well in their classrooms. The Fullerton Academy of the Arts Foundation provides scholarships to students and supports field trips to enhance student experiences. A community liaison was hired in September 2016 to assist in meeting the needs of at-risk and EL students. Boosters and advisory groups for many of our programs help ensure programs are up to industry standards to better prepare them for post-secondary experiences.

Workshops are offered to parents in regards to the FAFSA process, CA Dream Act, NCAA eligibility meetings, Parent University, High School 101 (two week summer program for for new parents) and counseling meetings for academic advisement. Families are further supported through the supper program that provides meals to all students after school as well as meals for any group wishing to have meals provided. ELAC is a parent organization that educates and supports parents of EL students who wish to better understand the educational system. We also offer Parent University during the school year and High School 101 for parents of EL or at-risk students during the school year as well as during the summer. Outreach to parents begins in the 8th grade year at our local feeder schools. Families are also supported with the newly developed Learning Loss Mitigation program, through which students struggling with academic, social-emotional, and/or behavioral issues, receive services.

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)

Parent meetings are held after school to review and discuss the ConApp programs. Community and school representatives will be offering FAFSA workshops. Counselors hold registration workshops. Other avenues to disseminate information include ELAC, SSC, PTSA, college presentations and a college fair. Due to COVID, informational meetings, student support meetings (504, IEP, SIT, etc.), Back to School Night, etc. are being held virtually to support parental engagement during this time.

Funding

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

Title 1 funds are used to provide support for students with deficiencies in academic and social skills through Saturday School, after school tutoring, support classes, digital literacy support, AVID tutors, and classified support. Each support is used to meet the needs of under performing students. Funds are also used to provide technological upgrades as well as additional curriculum based technology. Additionally, funds support students who have been identified as at-risk due to poor attendance. Funds were used for teacher training (and substitutes) for addressing ELD and LTEL needs. Moreover, funds are also used for EAG professional development and our digital literacy support team.

Fiscal support (EPC)

The District provides the school a budget to meet student needs.

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

School administration sends out a message requesting parent, teacher, student and support staff volunteers for our School Site Council (SSC). A ballot is generated for each respective group and members are voted by their peer group. SSC volunteers are requested in the first few weeks of the school year. Selected members are notified. Meetings are held quarterly or when deemed necessary by the committee.

The FUHS community liaison holds monthly ELAC meetings for new and returning parents of EL and LTEL students.

Both SSC and ELAC review and provide suggestions for the SPSA. Funds are distributed and supports are purchased based on data from the previous school year with each committees input and recommendations.

Resource Inequities

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

For the 2021-2022 school year, no known resources have been denied nor are there any identified inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.25%	0.1%	0.3%	5	2	6
African American	1.92%	1.85%	1.6%	38	37	30
Asian	6.11%	5.56%	5.2%	121	111	100
Filipino	1.47%	1.6%	1.5%	29	32	28
Hispanic/Latino	66.4%	65.26%	65.2%	1,314	1,302	1,248
Pacific Islander	0.2%	0.15%	0.1%	4	3	1
White	20.41%	19.25%	18.7%	404	384	358
Multiple/No Response	3.13%	6.07%	7.4%	62	121	142
			Total Enrollment	1,979	1,995	1,915

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	554	539	494
Grade 10	464	529	516
Grade 11	494	440	501
Grade 12	467	487	404
Total Enrollment	1,979	1,995	1,915

Conclusions based on this data:

1. There has been a slight decline in enrollment at our school site.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	271	284	277	13.7%	14.2%	14.5%
Fluent English Proficient (FEP)	652	595	538	32.9%	29.8%	28.1%
Reclassified Fluent English Proficient (RFEP)	42	31	33	17.2%	11.4%	11.6%

Conclusions based on this data:

1. The percentage of English proficient students coming to FUHS has remained steady over the last three years.
2. We had a slight increase in the number of students in the EL subgroup.
3. The percentage of students being reclassified has significantly decreased.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	487	490	478	483	477	427	483	477	413	99.2	97.3	89.3
All Grades	487	490	478	483	477	427	483	477	413	99.2	97.3	89.3

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2601.	2613.	2632.	27.12	29.14	34.62	27.74	32.70	33.90	26.92	25.16	19.61	18.22	13.00	11.86
All Grades	N/A	N/A	N/A	27.12	29.14	34.62	27.74	32.70	33.90	26.92	25.16	19.61	18.22	13.00	11.86

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.48	29.98	34.80	45.64	49.06	54.17	18.88	20.96	11.03
All Grades	35.48	29.98	34.80	45.64	49.06	54.17	18.88	20.96	11.03

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	33.40	42.86	36.36	43.78	45.38	48.89	22.82	11.76	14.74
All Grades	33.40	42.86	36.36	43.78	45.38	48.89	22.82	11.76	14.74

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	22.98	24.74	16.14	60.87	62.26	75.55	16.15	13.00	8.31
All Grades	22.98	24.74	16.14	60.87	62.26	75.55	16.15	13.00	8.31

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	31.54	33.82	36.01	51.04	50.63	57.66	17.43	15.55	6.33
All Grades	31.54	33.82	36.01	51.04	50.63	57.66	17.43	15.55	6.33

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

Conclusions based on this data:

1. Data indicates students need more instruction in reading. Although we have made small gains in the remaining domains, we need to provide students with quarterly CAASPP-like common assessments, practice using the CAASPP Interim Assessments and create more common core based lessons that provide for a demonstration of learning in the four domains of literacy.
2. The data indicates that students need additional interaction with non-fictional texts. The Leadership team is focusing professional development and curriculum team meetings on lessons that incorporate more narrative non-fiction.
3. Data indicates there needs to be more direct professional development on the four domains of literacy and that writing across the curriculum is supported through common language so students can make connections. CAASPP testing resumed Spring of 2021 after being suspended due to COVID. FUHS will administer CAASPP again during the Spring of 2022 administration.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	487	490	478	482	466	407	482	464	404	99	95.1	85.1
All Grades	487	490	478	482	466	407	482	464	404	99	95.1	85.1

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2577.	2577.	2614.	12.03	11.42	17.33	20.75	20.69	29.21	28.84	28.66	32.18	38.38	39.22	21.29
All Grades	N/A	N/A	N/A	12.03	11.42	17.33	20.75	20.69	29.21	28.84	28.66	32.18	38.38	39.22	21.29

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	22.20	20.91	28.36	30.08	30.39	53.23	47.72	48.71	18.41
All Grades	22.20	20.91	28.36	30.08	30.39	53.23	47.72	48.71	18.41

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	14.94	16.16	16.71	45.64	53.02	58.85	39.42	30.82	24.44
All Grades	14.94	16.16	16.71	45.64	53.02	58.85	39.42	30.82	24.44

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	16.39	15.09	16.09	59.13	56.25	68.07	24.48	28.66	15.84
All Grades	16.39	15.09	16.09	59.13	56.25	68.07	24.48	28.66	15.84

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

Conclusions based on this data:

1. Based on the data above, students need more practice on Common Core assessments. To support overall gains, teachers will provide students CAASPP-like common assessments, CAASPP Interim Assessments and review data to identify areas in need of further instruction.
2. Data indicate that students need more practice using strategies to solve real world and mathematical problems.
3. Data show that students need more experience applying mathematical concepts and procedures. CAASPP testing resumed Spring of 2021 after being suspended due to COVID. FUHS will administer CAASPP again during the Spring of 2022 administration.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1548.1	1553.3	1567.4	1548.8	1552.1	1569.3	1547.0	1554.0	1565.1	72	100	68
10	1559.2	1545.6	1570.5	1557.0	1546.2	1567.0	1560.8	1544.4	1573.4	46	68	78
11	1586.8	1554.3	1580.3	1587.6	1543.7	1577.7	1585.5	1564.4	1582.5	33	43	49
12	1542.5	1545.2	1585.7	1541.1	1544.0	1585.6	1543.2	1546.0	1585.3	18	22	37
All Grades										169	233	232

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	26.39	17.00	22.39	36.11	40.00	43.28	26.39	28.00	23.88	*	15.00	10.45	72	100	67
10	34.78	19.12	27.63	34.78	38.24	40.79	*	25.00	23.68	*	17.65	7.89	46	68	76
11	33.33	20.93	23.40	48.48	41.86	44.68	*	18.60	25.53	*	18.60	6.38	33	43	47
12	*	13.64	32.43	*	27.27	32.43	*	45.45	27.03	*	13.64	8.11	18	22	37
All Grades	29.59	18.03	25.99	37.87	38.63	40.97	23.08	27.04	24.67	9.47	16.31	8.37	169	233	227

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	50.00	33.00	44.78	25.00	36.00	32.84	18.06	22.00	16.42	*	9.00	5.97	72	100	67
10	56.52	32.35	46.05	*	30.88	35.53	*	22.06	9.21	*	14.71	9.21	46	68	76
11	66.67	32.56	40.43	*	44.19	42.55	*	4.65	14.89		18.60	2.13	33	43	47
12	*	22.73	43.24	*	50.00	43.24	*	18.18	10.81		9.09	2.70	18	22	37
All Grades	53.25	31.76	44.05	27.81	37.34	37.44	13.61	18.45	12.78	*	12.45	5.73	169	233	227

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	4.00	13.43	31.94	29.00	34.33	34.72	42.00	38.81	29.17	25.00	13.43	72	100	67
10	*	5.88	11.84	36.96	27.94	42.11	*	38.24	25.00	28.26	27.94	21.05	46	68	76
11	*	4.65	10.64	*	34.88	29.79	42.42	32.56	36.17	*	27.91	23.40	33	43	47
12		0.00	10.81	*	22.73	18.92	*	40.91	56.76	*	36.36	13.51	18	22	37
All Grades	11.24	4.29	11.89	29.59	29.18	33.48	33.14	39.06	36.56	26.04	27.47	18.06	169	233	227

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	54.17	12.00	7.69	33.33	73.00	75.38	*	15.00	16.92	72	100	65
10	47.83	11.76	17.11	32.61	67.65	61.84	*	20.59	21.05	46	68	76
11	39.39	2.33	8.51	57.58	69.77	68.09	*	27.91	23.40	33	43	47
12	*	4.55	2.78	*	63.64	83.33	*	31.82	13.89	18	22	36
All Grades	47.34	9.44	10.27	38.46	69.96	70.54	14.20	20.60	19.20	169	233	224

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	54.17	63.00	75.38	40.28	27.00	18.46	*	10.00	6.15	72	100	65
10	63.04	70.59	75.00	28.26	14.71	17.11	*	14.71	7.89	46	68	76
11	84.85	69.77	80.85	*	13.95	17.02		16.28	2.13	33	43	47
12	72.22	63.64	83.78	*	27.27	10.81		9.09	5.41	18	22	37
All Grades	64.50	66.52	77.78	30.77	21.03	16.44	*	12.45	5.78	169	233	225

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	15.00	15.38	48.61	50.00	58.46	45.83	35.00	26.15	72	100	65
10	23.91	13.24	26.32	30.43	54.41	43.42	45.65	32.35	30.26	46	68	76
11	*	6.98	23.40	42.42	55.81	44.68	*	37.21	31.91	33	43	47
12	*	4.55	16.22	*	54.55	56.76	*	40.91	27.03	18	22	37
All Grades	14.79	12.02	20.89	41.42	52.79	50.22	43.79	35.19	28.89	169	233	225

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	18.06	6.00	9.09	72.22	76.00	81.82	*	18.00	9.09	72	100	66
10	32.61	2.94	3.95	54.35	77.94	85.53	*	19.12	10.53	46	68	76
11	*	6.98	19.15	69.70	76.74	76.60		16.28	4.26	33	43	47
12		0.00	21.62	100.00	81.82	70.27		18.18	8.11	18	22	37
All Grades	22.49	4.72	11.50	69.82	77.25	80.09	7.69	18.03	8.41	169	233	226

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

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1915	**47.0**	**14.5**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	277	14.5
Foster Youth	10	0.5
Homeless	19	1.0
Socioeconomically Disadvantaged	901	47.0
Students with Disabilities	211	11.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	1.6
American Indian or Alaska Native	6	0.3
Asian	100	5.2
Filipino	28	1.5
Hispanic	1248	65.2
Two or More Races	142	7.4
Native Hawaiian or Pacific Islander	1	0.1
White	358	18.7

Conclusions based on this data:

1. Data indicates that over 50% of our student body identifies with at least one at-risk subgroup.

2. Data indicates that despite 65% of our student body identifying as Hispanic, only 14.2% of students continue to need support acquiring the English language.

3. Data indicates that we potentially have over 50% of our students with a parent/guardian who has not earned a high school diploma.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Yellow		
College/Career Orange		

Conclusions based on this data:

1. Based on our students academic performance on the Smarter Balance Assessments, our students are performing at an average rate in comparison to other students who took the exam.
2. Based on the data, our students have average access to college and career opportunities.
3. Data indicates our students are meeting and exceeding graduation rates in comparison to other comprehensive high schools.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	4	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
32.7 points above standard	42.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.3 points	Increased Significantly ++32.1 points	1
463	93	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not Displayed for Privacy	7.8 points above standard	99.3 points below standard
8	Increased Significantly ++20.6 points	Declined -10.3 points
	241	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	59.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8	1	Declined Significantly -41.3 points	9
		35	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
9 points above standard	64.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	85.1 points above standard
Increased Significantly ++17.4 points	18	3	Declined -6.1 points
285			104

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**
94.6 points below standard	14.5 points below standard	48.1 points above standard
Increased Significantly ++18 points	Increased Significantly ++39.3 points	Declined -6.4 points
33	60	256

Conclusions based on this data:

1. The Dashboard data indicates our current EL students are still below standard despite making a 32.1 increase.
2. Data shows the academic support to students provided to students in the socioeconomically disadvantaged subgroup to be effective, as the group significantly increased (+20.6).
3. Students with disabilities need opportunities to become more familiar with the CAASPP format and be provided instruction in researched based test-taking strategies. New for the 2020-2021 school year, students with disabilities are now being offered courses in the general education setting with special education supports, in order to address learning gaps and provide them with more rigorous instruction.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
49.8 points below standard	126.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.7 points	Increased ++9.8 points	1
450	88	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	77 points below standard	177.1 points below standard
8	Maintained ++2.8 points	Declined Significantly -25.7 points
	233	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	30.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8	1	Declined Significantly -19 points	8
		34	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
80.3 points below standard	2.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0.4 points above standard
Maintained -0.8 points	18	3	Declined Significantly -18.7 points
276			102

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**
184.2 points below standard	95.6 points below standard	38.3 points below standard
Declined Significantly -29.4 points	Increased Significantly ++31.1 points	Declined Significantly -17.6 points
31	57	249

Conclusions based on this data:

1. Students with disabilities showed an 25.7 point decrease from the previous school year.
2. Although English Learners increased by 9.8 points, they still perform at 126.8 points below standards in mathematics.
3. We need to provide all students with more CAASPP like practice assessments and improve our overall instructional practices.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
No Performance Color
47.7 making progress towards English language proficiency
Number of EL Students: 195
Performance Level: Medium

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
26.6	25.6	5.6	42.0

Conclusions based on this data:

1. We need to improve support to our EL students since only 26.6% of our students decreased One ELPI Level.
2. Results indicate we need to increase academic support for our LTEL students.
3. 42% of EL students progressed at least one ELPI Level, and 47.7 are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	403	100
African American	11	2.7
American Indian or Alaska Native	1	0.2
Asian	28	6.9
Filipino	8	2
Hispanic	243	60.3
Native Hawaiian or Pacific Islander		
White	96	23.8
Two or More Races	16	4
English Learners	71	17.6
Socioeconomically Disadvantaged	243	60.3
Students with Disabilities	38	9.4
Foster Youth	8	2
Homeless	20	5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	88	21.8
African American	1	9.1
American Indian or Alaska Native		
Asian	12	42.9
Filipino		
Hispanic	35	14.4
Native Hawaiian or Pacific Islander		
White	33	34.4
Two or More Races	4	25
English Learners	1	1.4
Socioeconomically Disadvantaged	34	14
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	20	5
African American	0	0
American Indian or Alaska Native		
Asian	3	10.7
Filipino		
Hispanic	6	2.5
Native Hawaiian or Pacific Islander		
White	10	10.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	3	1.2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	52	12.9
African American	0	0
American Indian or Alaska Native		
Asian	3	10.7
Filipino		
Hispanic	36	14.8
Native Hawaiian or Pacific Islander		
White	9	9.4
Two or More Races	3	18.8
English Learners	16	22.5
Socioeconomically Disadvantaged	34	14
Students with Disabilities	4	10.5
Foster Youth		
Homeless	4	20

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	180	44.7
African American	3	27.3
American Indian or Alaska Native		
Asian	15	53.6
Filipino		
Hispanic	96	39.5
Native Hawaiian or Pacific Islander		
White	51	53.1
Two or More Races	9	56.3
English Learners	14	19.7
Socioeconomically Disadvantaged	90	37
Students with Disabilities	3	7.9
Foster Youth		
Homeless	8	40

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	21	5.2
African American	0	0
American Indian or Alaska Native		
Asian	2	7.1
Filipino		
Hispanic	12	4.9
Native Hawaiian or Pacific Islander		
White	5	5.2
Two or More Races	1	6.3
English Learners	3	4.2
Socioeconomically Disadvantaged	10	4.1
Students with Disabilities	0	0
Foster Youth		
Homeless	1	5

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	1	0.4
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	1	0.4
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	1	0.4
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	1	0.4
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Over the past 3 years, the Class of 2018 was most college and career prepared.
2. The Class of 2018 showed the most overall progress in each college and career performance category.
3. According to the dashboard data from 2019, the gap between subpopulations is growing with an increase of 7.6% of white students, versus a decrease of 6% of Hispanic students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	403	388	0	96.3
English Learners	71	69	0	97.2
Foster Youth	8		0	
Homeless	20	16	0	80
Socioeconomically Disadvantaged	243	233	0	95.9
Students with Disabilities	38	33	0	86.8
African American	11	10	0	90.9
American Indian or Alaska Native	1		0	
Asian	28	26	0	92.9
Filipino	8		0	
Hispanic	243	240	0	98.8
Native Hawaiian or Pacific Islander				
White	96	89	0	92.7
Two or More Races	16	14	0	87.5

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	4	2	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
6.9	8.9	30.8
Declined -0.6	Declined Significantly -5.9	Increased +1.4
2101	313	13
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Yellow	Yellow
5.7	8	12.9
Declined -1.2	Declined -1	Declined Significantly -4.4
53	1200	201

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	Orange
11.1	Less than 11 Students - Data	3.2	3.2
Increased +1.6	5	Increased +0.8	Increased +0.4
45		124	31
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Orange
8	4.3	Less than 11 Students - Data	4.3
Declined -1.1	Declined -1.4	4	Increased +0.9
1407	69		416

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.5	6.9

Conclusions based on this data:

1. Although foster youth showed the largest percentage of students who were suspended, it was due to foster youth having the smallest subgroup of students.
2. It is noted that the race/ ethnicity suspension data reflects an increased suspension rate for three subgroups. The suspension rate for Students with Disabilities and English Learners has, however, declined.
3. Overall our suspension rate has steadily increased. This is primarily due to the new administrative team holding students accountable for following the school rules and regulations.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Students will be prepared for college and careers through standards based instruction focusing on critical thinking and practical skills, writing literacy, technology fluency, and other 21st century skills (State Priority 4 and 8)

Goal 1

All Fullerton Union High School students will be provided with increased opportunities to demonstrate critical thinking in all subject areas through the use of effective, research-based instructional and assessment techniques. We will increase literacy among all sub groups by using research based instructional strategies inclusive of Common Core State Standards. Students will engage in a high-quality course of study that will allow them to pursue post-secondary education or enter a career as they have surpassed the District achievement standards, graduating with a satisfactory level of knowledge and skills that include proficiency with technology. Students will be provided a variety of challenging courses to choose from that are reflective of 21st century skills and careers.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).

Identified Need

All content area teams need to create and implement Common Core assessments to meet the need of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Review data of each content areas' end of semester common assessment results.	Baseline will be established at the end of the first semester.	Outcome will show growth in knowledge of common core standards and improved skills.

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)

Common assessment results in every core classes will be reviewed by PLC teams.

Strategy/Activity

Strengthen the culture of a Professional Learning Community:

Aligning instruction with Common Core, literacy focus and technology training in all departments

Curriculum teams to develop goals to increase student performance in areas identified by data analysis as weaker strands using curriculum teams as the vehicle to teacher and student improvement

Curriculum teams strive to make learning more visible by focusing on curriculum, instruction, assessment, and climate

Concentrated collaboration between special education teachers and general education teachers focusing on cross curricular literacy

Departmental collaboration to identify student areas of need and develop instructional plans to address needs, particularly at-risk students including EL and students with special needs

As part of a school-wide focus to improve writing across all curricular areas, benchmark grading will include teachers from a variety of departments in order to promote consistency in teaching writing strategically and using common 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)
3,000.00	Title I
3,000.00	LCFF

Strategy/Activity 2

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

All students will be issued a Chromebook, the students that do not have access to reliable broadband will be issued a hotspot, and all students will have access to digital literacy and academic support software.

Strategy/Activity

Purchase various programs to assist with research, writing and grammar:

Continued subscription of research software for use in library

Continue on-line software license for plagiarism

Provide subscriptions to licenses to enhance distance learning and hybrid instruction.

Provide Chromebooks to every student to increase digital literacy

Purchase technology as needed to support literacy and research with 21st century technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All incoming students are given a math placement exam during spring of their 8th year. Students are also given a reading inventory exam during which students are reading below grade level and need a reading support course in conjunction with their 9th grade English class. Students who are native Spanish speaking students who wish to take Spanish in high school are given a placement test prior to attending high school.

Strategy/Activity

To ensure proper placement of freshmen:

Utilize the district-wide assessment for all incoming 9th graders to ensure proper math placement

Utilize Gates-MacGinitie assessment for all incoming 9th graders to ensure proper English placement

Utilize assessment to identify Spanish for Spanish Speakers for placement in classes including providing the assessment to 8th graders

Middle school articulation to create better understanding of student learning experiences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

We have two professional development days and 8 early out days. Time on these days can be used by for departments to analyze data and create common assessments, as well as work on WASC accreditation.

Strategy/Activity

Utilize assessment data to inform instruction in curriculum team 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Data on all subgroups including D/F and attendance data is disseminated to the Leadership team to determine interventions.

Strategy/Activity

Gather data on performance of at-risk students, disseminate data to Leadership Team in order to identify areas of weakness and necessary supports. Learning Loss Mitigation was implemented in 2020-2021 to address the needs of identified struggling students due to COVID.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

A digital literacy team has been created to provide technological support to each subject area. In addition, our SLP team provides student ownership and student centered classroom coaching to all teachers.

Strategy/Activity

Provide training and support in Illuminate, Turnitin, Go Formative, Google Classroom and Aeries.net (grade book and attendance) to analyze achievement data to inform instruction.

Provide collaboration opportunities to improve instructional and assessment practices for teachers by department and in curriculum teams.

Provide training in applications specific to content area. Content area digital literacy coaches assist with training and implementation of technology resources, in particular due to Distance Learning and Hybrid instruction.

Provide training by EAG to support student learning and student-centered classrooms with a focus on CCSS and the four domains of literacy.

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 I
5,000.00	Title I

Strategy/Activity 7

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

Go Formative training was offered to teachers during 2020-2021 school year. Future technology PD will be planned for the Spring of 2022.

Strategy/Activity

Teachers utilize Go Formative to provide students immediate feedback and create reteaching opportunities.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Teachers are working within their PLC groups and with EAG to increase literacy across all content areas.

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

This year we are increasing our professional development with EAG due to the increase in new staff over the last two years. Probationary Teachers and SPED Collab teachers are part of extended instructional support through EAG.

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.

While we made some gains on the CAASPP in 2018/2019 in English, we need to continue our working on all areas of this goal in math. Goal 3, strategy 3. CAASPP Data from 2020-2021 indicated growth in both the areas of ELA and Math.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District schools will support the overall student learning environment and increase student learning opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting UC/CSU, A-G requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses. (State Priorities 1 and 7)

Goal 2

Fullerton Union High School will increase the A - G and CTE pathway completion rate to support college and career readiness for all students. Students will be provided a variety of challenging courses to choose from and will be encouraged to take academically challenging courses as well as courses that meet student needs/interests. The courses offered will be reflective of 21st century skills and careers. All student group participation in AP/IB courses will increase, thereby also increasing the number of exams taken. Students will engage in a high-quality course of study that will allow them to pursue post-secondary education or enter a career as they have surpassed the District achievement standards, graduating with a satisfactory level of knowledge and skills. Teachers will be trained to support all learners and including all students taking and being successful in advanced courses.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).

Identified Need

English learners and socioeconomically disadvantaged students need more support in their preparation A-G and CTE preparation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The rate of A-G completion for the student population.	A-G completion increased from 46% in 2019-2020 to 55% in 2020-2021.	Continue to increase A-G completion rate by at least 2% each year.

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)

Create a master schedule that offers students multiple opportunities to take visual or performing arts and modern language courses.

Strategy/Activity

Provide instructional materials and equipment to support the increase of students who are interested in exploring all the arts and other electives.

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 I
5000.00	LCFF - Base

Strategy/Activity 2

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

Send AP/IB teachers to trainings prior to the test changes so they can realign and structure their course appropriate to changes.

Strategy/Activity

Provide AP/IB training for teachers new to AP/IB and when tests are updated. Teachers attending training share best practices with department members to structure the curriculum so students are exposed to more rigorous curricula and better prepared to succeed in advanced 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)	Source(s)
15,000.00	LCFF - Base

Strategy/Activity 3

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

EL and SPED students need continued support in mathematics given each subgroup continues to perform below standard.

Strategy/Activity

To improve math performance and increase access to higher level math courses:

Algebra 1 has been restructured to offer a two tier system of support: Algebra 1 (one year) as well as Math Foundations (two year Algebra)

To promote college readiness increase participation in Business Finance

Offer math support classes for Mild/Moderate students in special education with two levels of support

Special education instructional aides help individualize instruction

Provide after school tutoring

Curriculum team meetings that utilize assessment data to inform instruction

Special Education Algebra 1 coursework aligned with general education Algebra 1 standards

Kuta software

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)
1,900.00	Title I

Strategy/Activity 4

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

Continue to support capstone courses for CTE programs to receive an industry certificate.

Strategy/Activity

To support student interest in CTE and ROP:

Increase/measure number of programs with completer and industry certificates

Counselors provide information to students while registering about ROP programs available

CTE ROP showcase per semester

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)

Strategy/Activity 5

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

AVID students will access district College and Career Fair to meet college advisors and industry based recruiters.

Strategy/Activity

Hold AVID round table meetings to discuss highly effective strategies when working with AVID students in the classroom

Continue AVID tutorials and increase the number of AVID tutors

AVID teachers attend conferences to keep abreast of trends and increase their knowledge base in order to support students.

Increase the number of teachers AVID trained

AVID college tour

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)
2,500.00	LCFF - Supplemental

Strategy/Activity 6

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

Socioeconomic disadvantaged students who wish to take AP/ IB, PSAT. SAT or ACT exams are provided financial support to ensure equitable access.

Strategy/Activity

Promote the AP/IB program and a more rigorous curriculum for all students by:

Provide financial support for exam fees for AP and IB

Provide financial support for all 9th and 10th students exam fees for the PSAT

Continue to build a strong AVID program to promote and support enrollment in AP/IB courses

Continue implementation of targeted interventions to encourage and support better attendance, more effective study habits, and higher grades

Continue after school tutoring to support student learning and access to more rigorous classes

Utilize Naviance to monitor A-G completion

Provide time during school day for students to take the PSAT and ASVAB tests

Provide college tours for students

Promote programs at all feeder schools

Provide A-G requirement poster to every teacher for their classroom

School wide transcript activities including how to read and understand student transcript and how to monitor individual academic progress and attainment of A - G completion

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

Amount(s)	Source(s)
1,000.00	LCFF - Supplemental

Strategy/Activity 7

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

Students enrolled in a CTE pathway are provided program based field trips, competitions and industry based networking opportunities.

Strategy/Activity

Support and enhance Academy and Pathway programs through grants, upgrade facilities, and supplies:

Agriculture/FFA Pathway

Culinary and Hospitality Pathway

Academy of the Arts: Visual and Performing Arts including Triple Threat

Created and designed the second year BEAST class for 2017-2018 with the first year class implemented in 2016-2017. The BEAST program supports the building of skills that allow students a career pathway

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

Amount(s)	Source(s)
30,000.00	CTEIG
30,000.00	Perkins

Strategy/Activity 8

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

Students enrolled in a ROP CTE pathway have the opportunity to compete the program and earn an industry ready certificate.

Strategy/Activity

Continue to offer and support ROP CTE pathway programs and collaboration with ROP administration

ROP Auto

ROP American Sign 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)

Strategy/Activity 9

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

EL students work with their academic counselor to select literacy rich electives.

Strategy/Activity

Provide ELD support classes for students new to learning English so they can be prepared to take more academically challenging courses

Schedule EL students into literacy rich electives such as choir, theater and speech and debate

Field trips for EL students to attend live performances to enhance their exposure of the arts.

Every ELD student is enrolled in a reading support class

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

Amount(s)	Source(s)
500.00	Title I

Strategy/Activity 10

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

Open access to all students wishing to take an AP course and exam.

Strategy/Activity

Require AVID students to take at least one AP/IB class to earn cord

Provide incentives for passing score on AP/IB exams

Support cost of exam registration for students who are socioeconomically disadvantaged

Explore more opportunities to offer AP/IB credit via differentiated instruction, e.g. AP Psychology, IB Art

Purchase AP exams from previous school year to analyze gaps in curriculum

Total Registration testing service

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)
1,800.00	LCFF - Supplemental

Strategy/Activity 11

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

The Assistant Principal of Student Services meets regularly with all foster youth and meets with our EL, McKinney-Vento and our most at-risk students quarterly to review attendance and grades.

Strategy/Activity

To support student success in all academic programs for at-risk, EL, homeless, foster youth, and students with disabilities through additional services provided by the School Family Liaison, Leaders in Resiliency, District Community Liaison, Gary Center and Western Youth Services.

Guidance technician to provide support for families and at-risk students

Staff Professional Development speaker on creating meaningful relationships with students

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

Amount(s)	Source(s)
3500.00	LCFF - Supplemental

Strategy/Activity 12

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

English teachers are provided department and PLC time to analyze data, review common assessments and grading practices.

Strategy/Activity

To improve English performance and increase access to higher level English courses:

Continue to offer ERWC in grade 12 ERWC modules to be taught in 9th -11th grade

Offer Read 180

Continue benchmark essay grading to calibrate student writing and teaching of the writing process

Utilize the EAP rubric when grading

Provide after school tutoring

Utilize assessment data to inform instruction in curriculum team 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)
2,000.00	LCFF - Base

Strategy/Activity 13

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

Our AVID Coordinator and Family Liaison are given release time to provide professional developed in researched based strategies to site teachers.

Strategy/Activity

Support EL/LTEL students in their pursuit of a more rigorous curriculum:

ELPAC given to newly enrolled students

ELPAC provided to EL students who have not met reclassification requirements

Hold EL round-table to discuss highly effective strategies when working with EL and LTEL students in the classroom

Inform students of requirements for redesignation and monitor their progress

AVID round table

Whole Staff EL Professional Development

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

Amount(s)	Source(s)
500.00	LCFF - Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Teachers are given release time to create and analyze common assessments and data.

Strategy/Activity

To support all students meeting graduation requirements:

After school tutoring

Benchmark essays based on Common Core State Standards and grading following EAP format, including other departments to emphasize writing across all curricular areas

Algebra 1 is differentiated based on needs of students to include one year Algebra, 2 year Algebra and Math 180

Counselors hold individual counseling meetings annually

School wide transcripts activity including how to read and understand student transcript and how to monitor individual academic progress and attainment of A - G completion

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)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

We have a modified bell schedule and give the PSAT and ASVAB on campus.

Strategy/Activity

Give PSAT test to support college and career readiness

Give ASVAB test

Commitment week

College Application Month

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 I
300.00	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2020-21

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.

FUHS has an open access academic culture which permits all students opportunities to take a broad range of courses and access to specialized programs.

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 are no identified areas of discrepancy between the implementation of our goal or 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.

All students will have a meeting with their counselor to identify programs or higher level course work that they interested in exploring. Goal 5, strategy 1

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will hire and retain high quality teachers through the provision of professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priorities 1 and 2)

Goal 3

Fullerton Union High School will provide instruction from highly effective teachers, well-trained in Common Core State Standards with a focus on literacy across all disciplines. Teachers will use instructional materials that are aligned with state and board adopted standards that all students including socioeconomic, special education, English learners and foster youth will use to promote learning. Student performance and progress will be assessed regularly in accordance with grade level outcomes.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).

Identified Need

All teachers new to our school need release time to receive on-going professional development in best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
New teachers will have two formal evaluations.	Baseline will be determined by the end of the first semester of school.	Evaluations will show increase use effective teaching strategies to implement common core standards

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Every teacher has release time to receive coaching from outside consultant, EAG and can also request release time to attend professional development opportunities. The goal is to provide all teachers on-going support in highly effective practice such as creating a student-centered classroom.

Strategy/Activity

Professional development to focus on:

Highly effective instructional practices utilizing outside consultants and experts within departments

Adopting strategies that will target English learners and students with disabilities (i.e. Socratic seminars, and choral responses)

Benchmark scoring and other research based instructional strategies such as student self-regulation

Technology training to continue for all staff

AP/IB Training

Align instruction with Common Core, literacy focus and technology training in all departments

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)
1,100.00	Title I

Strategy/Activity 2

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

Every ELD 1 and ELD 2 student receives a reading support class in conjunction with their ELD class.

Strategy/Activity

To support the learning of EL/LTEL students:

LTEL and EL round table discussions to discuss proven effective strategies with teachers to meet student learner needs

Continued professional development for ELD and all teachers in supporting EL students

Purchase Membean site license to increase academic vocabulary skills

ELD support classes with lower teacher-student ratio to support language acquisition

ELPAC testing conducted upon student initial entry to a US school

EL Family Liaison

ELD teachers receive release time to collaborate, create and align benchmarks and curriculum

Every ELD 1 and 2 student is placed in a Read 180 support class

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,600.00	Title I

Strategy/Activity 3

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

Special education students have more literacy and math support with Math 180/Read 180.

Strategy/Activity

To support the learning of special education students:

Study skills

Algebra 1A and 1B aligned with Common Core

Math 180 curriculum

Read 180/ System 44 curriculum

Read 180 instructional aide support

Sub pay for specialized program training

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

Amount(s)	Source(s)
200.00	Title I

Strategy/Activity 4

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

Every foster youth receives academic, social and emotional support as self-identified.

Strategy/Activity

To support foster youth in their academic and social skills :

Leaders in Resiliency

Academic Saturday School

Monthly meeting with APSS to review grades and attendance

Community Resources

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

Amount(s)	Source(s)
5,000.00	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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.

A team of peer academic coaches has been formed from the work we have completed with EAG. Our SLP team receives release time to provide peer coaching to their colleagues.

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

Our intended goal of implementation of standards and technology remains the same; however, our expenditures have increased due to an increase in new staff.

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 goal is to provide teachers training and support in best instructional practices and using technology as academic resource. Goal 1, strategy 1,2, 6-7; Goal 3, strategy 1,3

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priorities 3 and 5)

Goal 4

Fullerton staff and administration will continue to increase the level of effective internal and external communication with the community. Communication will be cognizant of barriers that decrease relationship building and through effective communication, build personal relationships and involvement among EL and other at-risk groups. Parents, staff members and students will be satisfied with the support, quality and the characteristics of Fullerton Union High School as staff members strive to meet or exceed expectations.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), H (At-Risk Students), and I (Enhance District Communication)

Identified Need

Continue to increase internal and external communication with all students, staff and community members.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey results indicate an increase in internal and external communication.	Aeries communications data is reset at the start of each school year.	To increase transparent communication with students, families and community members through Aeries communication and social media.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All teacher post assignments on Google Classroom for students to access. Our principal send out a weekly Newsletter in English and Spanish.

Strategy/Activity

Internal communication:

Principal's Newsletter

Leadership Team is made up of certificated and classified personnel to build more decision making participation. Meetings are held bi-weekly and minutes sent to staff within 48 hours

Classified meetings

Guidance department meetings

WASC Self Study and Report

Office staff meetings

School Site Council minutes

Website - maintenance and update

Naviance student survey to inform staff of student perception of meeting their needs and areas for improvement

Google Shared Drive with lesson plans for teachers throughout the District to access

Google Drive, Google Docs, Google Sheets and Google Classroom

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

Amount(s)	Source(s)
1,000.00	LCFF - Base

Strategy/Activity 2

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

School tours are given and marketing materials are purchased for potential FUHS students. A virtual meetings may be held this year in lieu of tours, due to COVID.

Strategy/Activity

External communication:

School Site Council meetings and minutes

IEP Transition Meetings

Aeries Communications

Counseling information nights (two times a year)

Parent University

An Evening with FUHS at feeder schools in November to promote the school's programs

Marketing folders, supplies, advertisements to provide information on the myriad of programs offered

Tours of school for potential students

Website updates

PTSA monthly meetings keep parents informed, involved in decision making, and obtain feedback

ELAC held monthly to inform parents of resources and obtain feedback

College and Career Fair

Remind app allows parents, students to obtain specific information from teachers, coaches and club advisors

Simultaneous translations of parent/guardian meetings

Banners

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)
400.00	Title I
300.00	LCFF - Supplemental

Strategy/Activity 3

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

Informational meetings are held in English and Spanish during times when parents and community members able to participate.

Strategy/Activity

External communication continued:

Aeries Communication for emergency information

Parents can access grades and attendance through the parent portal on Aeries

Back to School Night and Open House provide opportunities for the community to see the school, teachers, course offerings, and extracurricular activities

Articulation with feeder junior high schools

Recognition events such as senior awards, Commitment Week, all student awards at end of year assembly, showcases, art/gallery openings and signing ceremonies

Booster Meetings

NCAA Night

FAFSA Student Financial Aid Night

CADAA Student Financial Aid Night

Twitter, Facebook, Instagram communications

Translation services for SPED and 504 meetings

Parent University

Naviance

Transition meetings

School Newspaper

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)
2,300.00	Title I

Strategy/Activity 4

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

Use a variety of methods to highlight students' academic. athletic and involvement in school. Increase school spirit and demonstrate school connectedness.

Strategy/Activity

Increasing school connections to school with students, parents, staff, alumni and community:

Pep rallies during break to recognize students for a variety of reasons such as academics, athletics and extra curricular activities

Red/white Fridays

Gallery showings

Singing of Alma Mater weekly and at football games

Dual language communication has been improved both at the site and the district. Continued evaluation of communication will occur in order to continue to improve dual language practices.

Message board in breezeway to display current information/activity flyers

Display student work in classrooms

Student of the month recognition

Scholar athlete recognition for every sport

College wear Wednesdays

Start Link Crew for the 2020-21 school year

Wall of Fame annual induction ceremony and celebration

5 Star Students app

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

Amount(s)	Source(s)
4,000.00	LCFF - Base
2,400.00	Title I

Strategy/Activity 5

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

Create an unbiased school culture and support survey for students, staff and parents.

Strategy/Activity

Surveys for staff, students and parents to ascertain the level of satisfaction with the quality, support and characteristics of the school.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Our internal and external communication has increased through the principal's weekly newsletter in dual languages.

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

While we have successfully increased our internal and external communication our expenditures to implement have been minimal.

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 outcome for this goal has been achieved by the on-going means of communication such as principal's newsletter, social media, Aeries communication and 5 Star Students. Throughout 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.

LEA/LCAP Goal

District schools will include restorative practices to the overall educational program and provide students with mental health, social-emotional support and/or interpersonal relational skills training in addition to traditional academic support according to how these conditions affect academic performance (State Priority 5 and 6)

Goal 5

All Fullerton Union High School students will meet District standards in attendance and personal behavior and will have reached or surpassed District achievement standards upon graduation.

This school goal directly relates to Board Priorities: A (Preserve Core Programs) and H (At-Risk Students).

Identified Need

All teachers and counselors have knowledge of the community resources available to students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identification of need for mental health services and referral to services.	Outside resources are being actively utilized by students and families as they are referred.	Students and families will receive the support needed.

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)

Providing every student the resources necessary to support them academically, social and emotionally.

Strategy/Activity

Academics:

Individual annual personal counseling meetings

After School Tutoring

Saturday School

Strategic registration process to assist in identifying students who have the potential to succeed in AP/IB/Honors or a more rigorous curriculum to meet A-G requirements

Providing relevant CTE courses to promote A-G requirements

Honors meetings with freshmen and sophomore students to inform and discuss next level of honors courses

Certificates presented to students each semester who are on honor roll or principal's honor roll

English Language Support Plans for EL students

Semester meetings with RFEP students

Love and Logic Training (suspended due to COVID, will be continued during Spring Semester 2022)

Parent University

Student IDs and lanyards

College and Career Center

Gary Center, Phoenix House and Congruent Lives available

Leaders in Resiliency courses available

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)
8,000.00	Title I
1,500.00	LCFF - Supplemental

Strategy/Activity 2

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

Extra curricular clubs are made available to all students.

Strategy/Activity

Extracurricular:

Club rush to inform students of many extracurricular offerings

Students may create new clubs with ASB approval

Continuing to offer more connections to school through extra curricular clubs and activities

NCHS Club: mental health awareness and reduce stigma through positive, educational activities

Fitness Equipment

Link Crew Club: freshmen mentoring

Strength and conditioning consult

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)
3,000.00	LCFF - Base

Strategy/Activity 3

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

All students have receive support and intervention when needed through a variety of methods.

Strategy/Activity

Interventions:

SIT process for pre-intervention support and strategies

Motivational Speaker

Leaders in Resiliency

School based counselors

Community resources

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

Amount(s)	Source(s)
5,500.00	Title I

Strategy/Activity 4

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

School Admin and SRO will conduct a home visit to frequently absent/ truant students to assess situation and determine next steps of support.

Strategy/Activity

Home visits:

Aeries communications calls and texts parents on each students' unexcused absence

Students are assigned Saturday School

Community resources

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

Amount(s) Source(s)

Strategy/Activity 5

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

Counselors must be more diligent in enrolling students in A-G approved course work.

Strategy/Activity

Additional support to further support A-G.

Track attendance to improve student attendance and decrease at-risk population

Parent and student meetings with EL Family Liaison and Guidance Techs

Instructional aide support for at-risk students in READ 180 and Math 180 classes

Counselors promote and enroll students in A-G approved 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)	Source(s)
3000.00	Title I

Strategy/Activity 6

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

We need to have quarterly meetings with our most at-risk students and guide down the right path.

Strategy/Activity

Support for socially and academically at-risk students:

Incoming at-risk students enrolled in a two-week Jump Start program that introduces students to the expectations of high school

Posters

After school tutoring

Academic Saturday School

Lunch time tutoring

Math 180/ Read 180

Community resources

Parent University-educate parents on how to support their student and understanding the system

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)
8000.00	LCFF - Supplemental
2,000.00	Title I

Strategy/Activity 7

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

A weekly attendance drawing is held as an incentive for positive attendance.

Strategy/Activity

Increase parent involvement by implementing positive attendance plan for students with less than 90% positive attendance.

Posters in area businesses highlighting the importance of being in school

Post cards designed to improve ADA for truant students (30 or more absences)

Classroom incentives to promote positive attendance awareness

Incentives for weekly positive attendance drawings

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)
2,500.00	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2020-21

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.

A fluid mental health and social-emotional support system has been implemented and is in use.

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

District has created partnerships and contracted with outside mental health and social-emotional support therapist to assistant students who need skills to manage conditions impacting their academics. This is District funded so there is no change to budget in this area.

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.

District has contracted with mental health agencies who can support us in assisting our students with their academics. Students will be taught coping skills in order to maintain academic opportunities. Goal 5, strategy 1.

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	$159,900.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$207,800.00

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 ($)
Perkins	$30,000.00
Title I	$90,900.00

Subtotal of additional federal funds included for this school: $120,900.00

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 ($)
CTEIG	$30,000.00
LCFF	$3,000.00
LCFF - Base	$32,000.00
LCFF - Supplemental	$21,900.00

Subtotal of state or local funds included for this school: $86,900.00

Total of federal, state, and/or local funds for this school: $207,800.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Amanda Bentley (Non-voting member)	
Laura Rubio	Principal
Stacey Kikawa	Classroom Teacher
Jenny Kuhns	Classroom Teacher
Magdalena Villalba	Classroom Teacher
Jason Hess	Classroom Teacher
Anali Conde	Other School Staff
Dana Lynch	Parent or Community Member
Alma Chavez	Parent or Community Member
Paul Anderson	Parent or Community Member
Oneli Chrisofesz	Secondary Student
Kimberly Sanchez	Secondary Student
Clarity Forniss	Secondary Student
Malina Pandey	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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 11/15/2020.

Attested:

Principal, Laura Rubio on 11/15/2020
SSC Chairperson, Amanda Bentley on 11/15/2020

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019